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AUTHOR Pucel, David J.; And Others
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ABSTRACT

The purposes of a Minnesota study were to determine whether or not there should be some type of teacher education program available to part-time adult vocational instructors, to determine whether such a program should be different from that currently available to postsecondary instructors, and, if a program should be made available, to develop some recommendations for its composition. The data were obtained from written questionnaires administered to a representative sampling of part-time adult vocational instructors and all Minnesota area vocational-technical institutions' adult vocational coordinators. Results were as follows: (1) ninety-three percent of the coordinators and eighty-seven percent of the instructors felt there was a need for a teacher education program; (2) the exact composition of the program was not determined although the five core courses required to achieve five-year certification at the postsecondary level might also be appropriate for the adult instructors; (3) instructors felt the need for substantial assistance in dealing with human interactions in the classroom and techniques for identifying the individual needs and capacities of students, and also assistance in addressing special needs students; and (4) the most effective delivery system to the instruction instructors seemed to be similar to the procedures used with postsecondary vocational instructors. (The questionnaires are appended.) (JH)

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A STUDY OF THE NEED FOR A TEACHER EDUCATION PROGRAM FOR PART-TIME ADULT VOCATIONAL INSTRUCTORS IN MINNESOTA

David J. Pucel, Project Director
Professor
Department of Vocational and Technical Education

Marcia H. M. Walsh, Administrative Fellow
Department of Vocational and Technical Education

Darlene B. Ross, Project Assistant
Department of Vocational and Technical Education

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Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota
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NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

Since its beginning in 1914, Vocational-Technical Education has grown at a tremendous rate. The public has continued to ask for increased programs and various Federal and State acts have provided funding to support this growth. In 1945, the Minnesota State Legislature supported the growth of Vocational-Technical education by authorizing the establishment of area vocational-technical schools statewide. In 1969, the Minnesota legislature authorized the establishment of special itermediate districts to operate post-secondary vocational-technical programs. In 1970, the development of secondary vocational centers began.

Presently, there are 33 area vocational-technical institutes (AVTIs) statewide and 60 secondary centers. According to the State Mini-Plan, the 33 AVTIs served approximately 27,000 post-secondary vocational students in at least 450 programs during 1977. These students were primarily served by full-time post-secondary instructors.

In addition, 186,500 adults were served through the adult vocational programs which are administered through the AVTIs. With this rapid expansion of vocational programs, there has also been an increase in the need for vocational instructors. The adult vocational programs alone required 4,197 adult vocational instructors, of which 3,886 were part-time instructors.

Currently, the State Plan for Vocational Education specifies certification requirements which post-secondary vocational instructors must meet in order to obtain a teaching license. These requirements include a specified amount of work experience in the field of which the instructor will teach and selected teacher education requirements. The new post-secondary education requirements

that will be adopted as of July 1, 1978 are listed below.

1. A minimum of three credits in each of the five core courses shall be completed through an approved vocational teacher education program at an approved institution prior to the issuance of a five year license.
2. The vocational teacher education core will include:
   a. Introduction to Vocational Teaching (classroom or independent study)
   b. Vocational Methods
   c. Vocational Course Construction
   d. Vocational Tests and Measurements
   e. Philosophy of Vocational Education
3. Initial two-year license-completion of a three credit Introduction to Vocational Teaching course. In emergency situations, an institutional prearrangement for completion of the Introduction to Vocational Teaching course within the first 24 weeks can be substituted.
4. First one-year renewal-Human Relations plus an additional three credits chosen from the vocational teacher education core.
5. Subsequent annual renewals-minimum of additional three credits chosen from vocational teacher education core.
6. Five-year license-completion of the vocational teacher education core.
7. An instructor with a nonvocational degree in education can meet the five-year teacher education requirements by completing the vocational teacher education core, except for the Introduction to Vocational Teaching course.
8. An instructor can meet the five-year teacher education requirements by passing all criterion examinations of a competency based teacher education

8. (cont'd.)

program approved by the State Board for Vocational Education.

9. Occupational experience requirements are in addition to the teacher education sequence and are identified on the post-secondary licensure chart.
10. Post-secondary certification shall automatically include adult certification in the same area.
11. Persons shall be required to make a $20.00 licensure fee payment.

Adult vocational instructors employed more than 500 hours per year are required to meet these same post-secondary instructor requirements. However, while post-secondary instructors and adult vocational instructors who are employed more than 500 hours per year are required to participate in teacher education activities aimed at upgrading teaching skills, there is no systematic program required of the part-time adult instructors.

Many evening classes are taught by part-time adult vocational instructors whose primary job responsibilities center outside the field of teaching. Many of these instructors have no formal preparation in teaching skills prior to their employment as part-time adult vocational instructors.

Presently, qualifications which the part-time adult vocational instructor must meet according to the Minnesota State Plan for Vocational-Technical Education are the following:

1. Part-time adult vocational instructors serving less than 500 clock hours on an annual basis may be issued a vocational teaching certificate on the recommendation of the local official responsible for vocational education. The initial certification period shall be two years and the maximum three years.
2. Qualifications: a. Shall be professionally and technically qualified to practice in his/her field. b. A minimum of two or three years of

recent, relevant occupational experience and 24 clock hours of vocational teacher education are recommended. c. Shall be recommended for initial and recertification by the local official responsible for vocational education, with backup materials subject to review by the Division of Vocational-Technical Education. d. Shall maintain currency in his/her teaching field through upgrading activities as recommended by the local vocational official.

3. Persons applying for a license shall be required to make a $20.00 licensure fee payment.

Statement of the Problem

No systematic attempt has been made to provide part-time adult vocational instructors with skills in the process of teaching. Orientation classes have been provided by some of the area vocational-technical institutes. Others have called upon the University of Minnesota and the State Universities to provide the beginning pre-service course for new instructors, which was developed for post-secondary vocational-technical instructors. A few area vocational-technical institutes have also developed some in-service courses or activities to further upgrade adult evening vocational instructors in pedagogical skills. In view of this situation and the expanding adult vocational programs, people have begun to ask if there is a need for teacher education activities which could be made available to these teachers. This study was conducted to investigate that need.

The Purpose of the Study

The purpose of this study was to investigate whether or not there should be some type of teacher education program available to part-time adult vocational instructors, whether that program should be different from the

program currently available to post-secondary instructors, and, if a program should be made available, to develop some recommendations on the composition of that program.

Objectives of the Study

In view of the purpose of this study, six main objectives evolved:

1. Provide descriptive information about the part-time adult vocational instructor.

2. Assess whether or not there is a need for pre-service/in-service programs to help develop the teaching skills of part-time adult vocational instructors.

3. Determine what portions of the existing teacher education sequence for vocational instructors might also be appropriate for part-time adult vocational instructors.

4. Assess what is unique about the part-time adult vocational instructors regarding teacher education needs and the problems they have meeting these needs.

5. Investigate whether the unique needs necessitate the development of new teacher education activities to meet the problems of part-time adult vocational instructors.

6. Determine the most effective system for delivery of teacher education programs to part-time adult vocational instructors.

REVIEW OF THE LITERATURE

Limited information was found from reviewing the literature with regard to studies conducted to identify part-time adult vocational teacher skills or competency needs, to determine the skills or competencies part-time adult vocational teachers believe they need, or to develop effective delivery systems for meeting the needs of this group of teachers.

However, some information was found which contributed directly to formulating the list of 61 skills included in this study's survey instrument, and which identified some delivery systems used for teacher training throughout the nation.

Wayman R. Penner and Robert R. Price did a study for the Oklahoma State Department of Vocational and Technical Education entitled Perceptions of the Nature and Scope of Effective Adult Vocational Teacher Characteristics as Held by Adult Students, Teachers, and Coordinators of Adult Education in Oklahoma Area Vocational-Technical Centers (Penner, Price, 1973). The purpose of the study was to identify those behavioral teaching acts or patterns which characterize the effective adult vocational teacher as perceived by students, teachers, and coordinators in eight selected Oklahoma vocational schools.

A thirty item questionnaire was developed by a panel of experts composed of twenty-seven experienced adult educators from Oklahoma and across the nation, and by the directors of the schools used in the study. It was structured to obtain responses on a five point rating scale as to the degree respondents perceived the items to be adult vocational teacher education needs.

Items were placed into the seven categories of 1) enthusiasm and support, 2) learning environment, 3) teaching techniques, 4) personal characteristics and behavior patterns, 5) teaching and/or learning aids, 6) performance of occupationally connected tasks by the teachers, and, 7) evaluation methods.

The findings indicated significant agreement regarding the relative importance of the items to effective adult vocational teaching among students, teachers and coordinators. The highest rated category by all groups was, "exhibits enthusiasm and support for the area in which he is teaching".

Implications of this study include 1) There is a lack of instruction in formal teaching methods for adult vocational teachers, 2) coordinators perceive the role of the teacher as being somewhat closed minded concerning ideas and opinions of students, 3) knowledge and expertise of the teacher are lost if (s)he can not present the material to the class in an understandable form, 4) teachers are concerned about their self-image, and, 5) though use of audio visual equipment is desirable, it will not replace the well prepared teacher.

In a thesis by John Kobe entitled An Analysis of Competencies Necessary for Adult Vocational Education Instructors Who Teach in Programs Reimbursed by the Minnesota State Department of Education (Kobe, 1977), 111 necessary competencies for instructors of adult education courses were identified. Adult vocational teachers and adult vocational administrators were asked to respond to each competency by indicating to what degree they needed to be proficient in that particular competency. These competencies were then rank ordered according to the degree of need indicated by the respondents.

The seven vocational fields included Consumer Education, Distributive Education, Business and Office Education, Health Education, Trade, Industry, Technical Education, Agriculture Education I, and Agriculture Education II.

The primary objective of this study was to provide information about adult instructor competencies that would improve planning of pre-service and in-service instruction. The following seven study questions were posed.

1. What competencies are rated high in needed proficiency by adult vocational teachers in all seven vocational fields?

2. Which competencies are rated high in needed proficiency by adult vocational program administrators?
3. Which competencies are rated high in needed proficiency by both adult vocational teachers and adult vocational program administrators?
4. Which competencies were rated high in needed proficiency by adult vocational teachers in each of the seven vocational fields?
5. What is the rank order of importance by proficiency level of the 111 competencies as viewed by adult vocational teachers?
6. What is the rank order of importance by proficiency level of the 111 competencies as viewed by adult vocational program administrators?
7. Do the demographic data for adult vocational instructors and for vocational program administrators indicate any similarities and/or differences?

The population studied included all adult vocational instructors who taught Minnesota state reimbursed courses offered by local area vocational-technical schools, local school districts, and vocational centers during the 1973-74 school year. All adult vocational administrators of the programs within the local area vocational technical schools were also included.

The 111 competencies were grouped into eight categories which included, 1) philosophy and psychology of adult vocational education and program development, 2) instruction-planning and development, 3) guidance and counseling, 4) instruction-execution, 5) instruction-evaluation, 6) classroom and shop management, 7) school-community relations and program promotion, and, 8) special needs of adult vocational learners.

The competencies were rated according to proficiency level by all teachers and administrators, and across all seven vocational fields. Tables were constructed to show rank order, percentage of respondents, and the competency number rated.

The findings showed there were six competencies which were rated high in proficiency level needed by 75% or more of the teachers, while the administrators rated twenty-six competencies high. The six competencies rated high by the teachers are as follows:

1. Relate classroom instruction to the job experience of adult students.
2. Make students aware of instructional intent and proposed outcomes of instruction.
3. Identify the tasks to be learned in an adult vocational course.
4. Identify the learning-related problems of adult students.
5. Assist students in making immediate on-the-job application of what they have learned.
6. Identify those knowledges, skills and attitudes that are required to perform each task to be learned.

Analysis of responses across fields indicated there were differences in needs as they were perceived by teachers across fields.

The teachers felt the categories of "Instruction-Planning and Development" and "Instruction-Execution" were the areas in which they needed the highest proficiency. The administrators ranked the "Instruction-Execution" category as the most important category needed by the teacher for effective teaching.

Demographic data were also subjected to analysis. The findings indicated that work experience and educational backgrounds of the adult vocational teachers differed across the seven vocational fields. The administrators were relatively new to the administration, and the majority had been educated to the master's degree level or higher.

Another study which influenced the development of this study is the Minnesota In-Service Vocational-Technical Instructor Needs Assessment Survey (Pucel, et al., 1976) directed by David J. Pucel and conducted through the Department of Vocational

and Technical Education, Special Services. University of Minnesota. This study was primarily concerned with the identification of the needs of those vocational instructors who had already met the basic requirements for certification, and who were seeking in-service training to upgrade and/or broaden their knowledge and skills. A list was compiled which contained the names of all currently practicing secondary and post-secondary vocational-technical instructors across all seven vocational fields. These instructors had to hold a two-year or more certificate. A total of 4,194 survey forms were sent to these vocational and technical instructors in Minnesota.

The questionnaire developed for this study contained four sections which included the following: 1) the background and objectives; 2) preferred method of in-service; 3) teaching competencies, and; 4) technical competencies. Questions took the forms of multiple choice, rank order and completion items The survey contained fifty-four teacher competencies which were rated by the respondent according to six possible conditions which were as follows:

1. Already have sufficient skill
2. Do not need this competency
3. Want basic training within the next two years
4. Want advanced training within the next two years
5. Want basic training bu' am in no hurry
6. Want advanced training but am in no hurry

The data were analyzed to allow people to identify the in-service education desires of people in each of the vocational technical education fields within each of the economic regions in Minnesota. In regard to preferred competencies, the data, rank ordered by the investigator, showed that the top ten preferred competencies delt with special needs students and counseling students with one exception which dealt with multimedia materials. In regard to the preferred format of

in-service, the findings showed that the overall group of teachers preferred to receive in-service preparation through intensive, group classroom workshops held during late afternoons during Fall Quarter.

Another related study was done in 1974 through the University of Wisconsin - Stout, Menomonie, Center for Vocational-Technical and Adult Education. It is entitled, Improve Instructional Capabilities of Part-Time Vocational Education Call-Staff, (Baldus, 1974). The purpose of this project was to plan and conduct workshops designed to upgrade the basic teaching skills of part-time vocational teachers in the Wisconsin Vocational-Technical adult education system.

The project consisted of designing the pedagogical skills to be learned, developing an instructional booklet to be correlated with the workshop agenda, conducting four separate one-day workshops, and evaluating the impact of the workshops and materials on the teaching skills of the participants.

The results of this study, indicated by the two-month follow-up, showed that teachers needed an on-going in-depth program to help them with individual teaching problems. This project pointed out that the greatest needs for Wisconsin's part-time adult evening instructors were for pedagogical training and for up-dating in new educational methods and technology.

The four most important instructional needs of the part-time adult evening instructors were rated by their supervisors, new teachers, and experienced teachers. The results indicated that the supervisors believed "teaching technique development" to be the most important need followed by "planning and organizing instructional materials, evaluation techniques, and use of instructional media". The new teachers rated "teaching technique development" as most important followed by "planning and organizing instructional materials, use of instructional media", and lastly, "evaluation techniques". The experienced teachers rated "use of techniques

for student involvement" first followed by "development of human relations, using student feedback", and, lastly, "evaluating teaching performance".

Two documents were reviewed which contained portions of interest that related to skills needed by vocational teachers. These skills were specified as competencies. First, a document entitled Resource Person Guide to Using Performance Based Teacher Education Materials (Hamilton, Huang, 1975) was reviewed for the purpose of examining a segment of the document entitled "The Vocational Teacher Competency Profile." The profile contained 120 competencies in 10 categories. The competencies reflected actual module titles which were developed at the Ohio State Center. Second, the Teacher Education Sequence, State Plan of Vocational Education and Successor Rules (State of Minnesota, Department of Vocational Education, 1978) was reviewed. Of special interest were the objectives listed for the five vocational certification courses required by the State of Minnesota for five year certification. The objectives listed for each course were in the form of competencies to be acquired upon its completion.

METHODOLOGY

The data for this study were obtained by means of written questionnaires which were administered to a representative sampling of part-time adult vocational instructors and all AVTI adult vocational coordinators throughout the state of Minnesota.

In preliminary stages of the study, a meeting was held with David McCullough, Coordinator of Adult Programs for the Minnesota Department of Vocational Education. The purposes of this meeting were to define the part-time instructor population, to determine where to obtain a population sample, and to obtain suggestions for the composition of an Advisory Committee for the study. At this meeting it was decided to exclude agricultural education programs from the study since they already had a well-established program for working with part-time adult vocational education teachers.

At this meeting it was also decided that the information obtained from the adult vocational instructors should be analyzed separately for metropolitan and out-state instructors. It was felt that the out-state adult vocational programs might be somewhat different from the metropolitan programs and, therefore, the characteristics of the instructors and their needs might be different.

Identification of the Population

The following procedure was used to identify the samples for this study. According to Minnesota Vocational Certification requirements, a part-time adult instructor is any person who teaches less than 500 hours per year in any adult program. A list of all adult directors throughout the state was obtained. Letters were sent to all 33 AVTI adult directors explaining the study and its purposes, and requesting a

list of all part-time adult instructors who taught less than 500 hours per year along with an indication of the length of time they had been teaching for the school as an adult vocational instructor.

Replies were received from all 33 AVTIs. One out-state school declined to participate, therefore, 32 AVTIs were included in the study. The AVTIs were then separated into a metro and an out-state group. The metro group included St. Paul TVI, 916 AVTI, Suburban Hennepin AVTI, Dakota County AVTI, Anoka AVTI, and Minneapolis AVTI.

Instrumentation

The objectives for the questionnaires, which flowed from the purpose of the study, as previously stated, were as follows:

1. Provide descriptive information about the part-time adult vocational instructor.
2. Assess whether or not there is a need for pre-service/in-service programs to help develop the teaching skills of part-time adult adult vocational instructors.
3. Determine what portions of the existing teacher education sequence for vocational instructors might also be appropriate for part-time adult vocational instructors.
4. Assess what is unique about the part-time adult vocational instructors regarding teacher education needs and the problems they have meeting these needs.
5. Investigate whether the unique needs necessitate the development of new teacher education activities to meet the problems of part-time adult vocational instructors.
6. Determine the most effective system for delivery of teacher education programs to part-time adult vocational instructors.

After obtaining permission from the acting director of one metropolitan AVTI, a preliminary open-ended questionnaire was prepared and distributed to a group of part-time adult vocational instructors representing the vocational areas to be included in the study. The purpose was to gather information helpful in the formulation of final questionnaire content. These results, along with information

obtained from the resources described in the review of literature, contributed to the final questionnaire item content.

A rough draft of the questionnaire was sent to each member of the study's Advisory Committee for review prior to its first meeting. This committee was composed of adult coordinators, part-time adult vocational instructors, a person from the Minnesota Division of Vocational Education and the study's director and two assistants. The committee members represented a cross-section of vocational fields from out-state and metro adult vocational programs with the exception of agricultural education programs.

When the Advisory Committee met, suggestions were made to compress, add, delete, and/or change the format of some questionnaire items to make them more clear and understandable. The development of a separate questionnaire to gather information from the adult vocational coordinators was also discussed. The Advisory Committee also recommended that the AVTI adult coordinators be responsible for distribution and collection of the instructor's questionnaires within their AVTIs.

Final instructor questionnaire revisions and the coordinator questionnaire were sent to the committee members prior to their use in the study for final review. The instructor questionnaire was pilot tested at a metro AVTI by six part-time adult vocational instructors, representing four of the vocational fields. Further refinement of the questionnaire resulted from this testing.

The final instructor questionnaire was divided into three sections (see Appendix IV). The first section was designed to gather basic descriptive information about the part-time adult vocational instructors in Minnesota. The second section was designed to gather information on the teaching skills which the part-time adult vocational instructors believed were important enough to be included in teacher education activities. Sixty-two teaching skills, divided into seven categories, were included in this section. They were identified from the Kobe, Penner and Price, and Pucel

studies as well as the Ohio State Teacher Competency Profile and the State of Minnesota lists of vocational certification course objectives discussed in the review of literature. These teaching skills were categorized into the following categories: Course Planning, Instructional Skills, Classroom/Student Management Skills, Implementation of Media, Evaluation, Special Needs Skills, and Adult Psychology.

Section Three was designed to determine which teacher education methods the part-time adult vocational instructors would prefer to have used when teacher education activities are provided. There were a total of eighty questionnaire items included in the instructor questionnaire.

The coordinator questionnaire was also divided into three sections (see Appendix IV). Section One was designed to gather basic descriptive information about the part-time adult vocational instructors managed by the coordinator. Section Two was composed of the same sixty-two teaching skills included in Section Two of the instructor questionnaire. The coordinators were asked to rate the skills according to the amount of help they believed the part-time adult vocational instructors needed in each skill.

Section Three was designed to obtain the coordinators' opinions of which teacher education methods would be most effective in serving the part-time adult vocational instructors. There were a total of seventy-seven items included in the coordinator questionnaire. Where possible, the same data were gathered from both the instructors and coordinators to facilitate comparisons between the perspectives of the instructors and coordinators.

The questionnaires were coded by color, letter, and number in order to identify the returns by school, instructor, and coordinator.

Data Gathering

A stratified random sampling technique was used to select the instructor

participants. The population was stratified according to persons employed in the metropolitan area AVTIs and the out-state AVTIs. All of the instructors in each of the categories were numbered. Metro and outside groups were numbered separately to facilitate future data analysis.

Using a table of random numbers, 200 participants were chosen from each of the two geographic areas, representing the entire state. All of the 32 adult coordinators from the 32 participating AVTIs were included in the study.

Upon completion of the sampling, packets were prepared for each of the 32 participating AVTIs which contained questionnaires for each of the instructors sampled from that AVTI, a coordinator questionnaire, and a stamped, self-addressed return mailing envelope. A letter was directed to the adult coordinator asking for participation and explaining the procedure for distribution and collection of the questionnaires from the participating instructors.

The questionnaires were sent out the last week in February. Follow-up telephone calls were made to the coordinators in the middle of March. Final letters were sent out in mid-April to all schools with less than 80% returns. The final returns were received by the middle of May.

One AVTI coordinator had difficulty locating the instructors that were to receive the survey questionnaires. On the coordinator's own initiative, 20 alternatives were substituted. Although these alternative instructors were not part of the original random sampling, it was decided to accept the data since they had already been obtained. To compensate for these substitutions, 20 instructor names with similar characteristics were discarded from the original sampling list from that particular AVTI.

One other coordinator substituted three alternates for three instructors who were no longer employed at the school. Careful matching was done to substitute people with similar characteristics to those originally included in the study sample.

It was also decided to accept these data since the alternates were similar to the original subjects.

Ninety-four percent, or 30, of the coordinators returned their completed questionnaires. Forty-five percent, or 181, of the instructors returned their questionnaires. Of the returns, 31 were not usable because some questionnaires were returned by respondents that were teaching in both adult evening programs and day school programs or in neither program. This placed them outside the category of part-time adult evening instructors, the target population of the study, and therefore, they were excluded from the data analysis. The final usable instructor returns were 37.5%, or 150, of the original 400 instructors sampled. Of these 150 instructors, 66 were from the metro AVTIs and 84 were from the out-state AVTIs.

Data Analysis

The data were analyzed in three separate sections. The first was the analysis of the information obtained from the instructors. The second was the analysis of information obtained from the coordinators, and the third was the comparison of the information obtained from the coordinators and the instructors.

The instructor information was analyzed separately for the instructors who were employed in metropolitan AVTIs and those who were employed in out-state AVTIs. The percentages of the metropolitan instructors that picked each category under each item were computed as were the percentages of the out-state instructors that picked each category under each item. In those cases where the instructor could only pick one category under each item (e.g. Did you begin teaching for the first time after January 1, 1977? yes, no), the responses of the metropolitan and out-state instructors were compared. These comparisons were accomplished by computing a chi-square statistic to determine whether or not the differences in responses between the metropolitan and out-state instructors were due to chance. If the differences between the metropolitan and out-state instructors could occur by

chance less than ten times out of 100 ($\alpha = .10$) the response of both the metropolitan and the out-state instructors were reported separately. The chi square results presented in Appendix II are approximations because, in a substantial number of cells, the expected frequencies were less than 5. If the differences between the metropolitan and out-state instructors were not that large, the composite information, including both the metropolitan and out-state instructors, was only reported.

In some cases the instructors were allowed to pick more than one category under each item. For example, they were asked to indicate each of the types of teacher training courses or content they had received in the past. Therefore, a person could indicate they had taken part in a course construction activity as well as a testing activity. In cases of this type, there was no attempt made at comparing the responses of the metropolitan and out-state instructors.

The coordinator responses were analyzed in the same way as the instructor responses except the coordinators were not broken down into metropolitan and out-state groups.

Finally, for those items that were asked of both the instructors and the coordinators, comparisons were made between the instructors' responses and the coordinators' responses.

FINDINGS AND CONCLUSIONS

The findings and conclusions of this study will be discussed in three separate parts. The first part will describe the information which was only obtained from the adult instructors. The second part will present the information which was only obtained from the adult coordinators. The third part will present the information that was gathered from both the instructors and the coordinators. The third part will also present a comparison of the information obtained from the two groups.

Instructors

The actual tables presenting the information obtained from the instructors are presented in Appendix I. These tables present the summary information obtained from both the metropolitan and out-state instructors. In those cases where the responses of the metropolitan and outstate instructors were significantly different, the information for each group is presented separately in Appendix II. Those cases are indicated by an asterisk (*) before an item number in Appendix I.

The instructors who responded to the study were teaching in a number of different fields. Forty percent were teaching in trade and technical education, 23% in home economics education, 17% in business and office education, 13% in health education, 3% in distributive education, 1% in agricultural education, and 3% in programs which they categoriezed to be "other". The "other" category included programs that the teachers did not feel could be categorized into any of the other above categories. The percentages of instructors employed in the different types of programs differed significantly between the metropolitan and out-state groups. These differences were primarily in the percentages of home economics and

trade and technical programs. While 33.3% of the out-state programs were home economics programs, only 9.1% of the metropolitan programs were. And, while 48.5% of the metropolitan programs were trade and technical programs, only 33.3% of the out-state programs were.

The majority of the instructors also worked at jobs other than teaching forty or more hours per week (69%). The majority taught two or less days per week (76%). However, there was a significant difference between the numbers of days per week the metropolitan and out-state teachers taught. Whereas 91% of the outstate teachers taught two or less days per week, only 63% of the metropolitan teachers did. The majority (91%) taught less than ten hours per week. Only 17% of the instructors indicated they taught more than 200 hours per year.

The instructors were asked questions concerning the amount of teacher education they had in the past and their licensure status. They were asked to indicate each of the types of teaching licenses they had. Of the 150 instructors that responded, 81% of those instructors indicated they were licensed as an adult vocational instructor. Eleven percent of them indicated they were certified as secondary vocational instructors. Twenty-one percent indicated they were certified as post-secondary vocational instructors, and 4% indicated they were certified to be non-vocational instructors. More than likely the 19% that did not indicate they were licensed as an adult vocational instructors were licensed at a higher level which qualified them to teach as adult vocational instructors.

An analysis of the highest level of education of the instructors revealed that only two percent had not had some education beyond high school. Eleven percent had only received some additional on-the-job training, 14% had some form of post-secondary vocational education and 73% had some college education. More than likely many of those that indicated they had some form of college education had taken some of the teacher education sequence.

More than half of the instructors indicated they had some form of teacher edu-

cation. Fifty-three percent of the instructors indicated they had received some form of teacher education in the area of teaching methods. Forty-six percent said they had some teacher education instruction in course construction, and 45% indicated they had taken part in a pre-service teacher education workshop.

These findings indicate that a large number of the adult vocational instructors who are employed as part-time people have had some form of teacher education.

In an attempt to find out where these individuals received their teacher education, they were asked to indicate the number of hours of teacher education they received through industry, teacher education institutions, schools in which they are employed, and military service. About 35% of the instructors indicated they had received some teacher education through teacher education institutions. About 29% of the instructors indicated they had received some form of teacher education from their own school, 23% indicated they received some form of teacher education through industry, and 11% indicated they received some form of teacher education through the military services. At this point, it appears most of the adult vocational instructors are not being served by teacher education institutions.

An attempt was also made to determine the amount of the instructors who were newly employed during the past year (since January 1, 1977). Only 13% indicated they were newly employed, which means that 87% were employed as adult part-time vocational instructors for more than one year. There was a significant difference between the metropolitan and out-state groups on this item. Whereas 20.5% of the out-state instructors were new, only 3.2% of the metropolitan instructors were.

Coordinators

This section presents information that was gathered only from the coordinators. The actual tables of the coordinator information are presented in Appendix III.

The coordinators were asked to indicate the number of part-time vocational teachers they employed during a typical year. About 26% indicated they employed between one and thirty teachers, 30% indicated they employed between thirty-one and sixty teachers, 27% indicated they employed between sixty-one and one hundred and thirty-five teachers, and 17% indicated they employed between one hundred and thirty-six and four hundred teachers.

To further investigate the source and duration of the adult part-time vocational instructors' previous teacher education, the coordinators were asked to estimate the number of hours they felt their instructors spent in teacher training activities offered by a teacher training institution or their own school. About 56% of the coordinators indicated their instructors had some teacher education at teacher education institutions, while 69% of the coordinators indicated they had some form of teacher education in their own schools. About 13% indicated other sources, e.g., industry. For each case, the majority of the coordinators that responded estimated that their instructors' previous teacher education was 40 hours or less per teacher education site.

The coordinators indicated things they felt might interfere with teachers participating in teacher education activities. Eighty percent indicated another job commitment, 43% indicated personal motivation, 37% indicated distance to travel, 47% indicated experience or inexperience as a teacher, 77% indicated salary remuneration, 13% indicated that being a part-time teacher interfered, and 7% indicated other miscellaneous reasons.

The coordinators were also asked to indicate the percentage of their instructors that turned over every year to determine how many new instructors would need to be trained each year. About 14% indicated from one to five percent

turnover, 32% indicated a six to ten percent turnover, 25% indicated an eleven to twenty percent turnover, 22% indicated a twenty-one to thirty percent turnover, and 7% indicated a thirty-one to sixty percent turnover. Only about 29% of the coordinators indicated that more than 20% of their instructors turned over each year. This is a smaller number than our advisors originally anticipated.

The coordinators were also asked to indicate how the students who participate in the adult evening programs tend to differ from the students that participate in regular day programs. This question was asked to determine if the teacher education activities of these teachers should incorporate unique ways of dealing with their students. Ninety-three percent indicated that the adult evening students tend to be employed more often, 83% indicated that they tend to be more highly motivated to learn, 27% indicated that they experienced more pressures to take the program, such as union requirements, and 23% indicated other miscellaneous differences.

The coordinators were asked to indicate the type of grading and testing policies their school advocates for the adult programs. Seventeen percent indicated they advocate giving tests in the programs, 33% indicated they advocate giving pass/no pass grades, 17% indicated advocating letter or numerical grades, 50% indicated advocating giving students certificates of attendance/completion, and 17% indicated "other".

Findings Regarding Items That Were Asked of Both the Instructors and the Coordinators

Section II of both the questionnaires designed for the instructors and coordinators pertained to teaching skills which each of the groups felt an adult vocational instructor might need help with developing. The section was purposefully designed to not ask the question, "What competencies do you feel an adult evening instructor should possess?". Rather, we were interested in identifying those things which the adult vocational instructor would need help in developing.

The instructors and coordinators were asked to review each of sixty-two teaching skills which adult vocational instructors might need help in developing. They were asked to rate each of these sixty-two teaching skills on a four-point scale. The ratings ranged from "Need Much Help", "Need Moderate Help", "Need Slight Help", to "Need No Help". The percentages of the instructors indicating that adult vocational instructors needed "Much Help" or needed "Moderate Help" were combined. A similar thing was done for the coordinators. The sixty-two teaching skills were then ranked in terms of the percentage of instructors or coordinators who felt adult vocational instructors might need help in developing them. For example, forty-six percent of the instructors indicated that they felt adult vocational instructors would like help with "the identification of students whose performance is impaired by chemical dependency, e.g., drugs and/or alcohol." Since a larger percentage indicated that adult vocational instructors needed help with this skill than any of the other skills, it was ranked number one for the instructors. The same was done for the coordinators. Table 1 presents the rankings of the sixty-two teaching skills for the coordinators and instructors. The teaching skills are listed in the rank order as determined by the coordinators. The rank orders of the skills for the instructors are presented in a separate column on the same sheets.

An examination of the rankings of the ratings given to the teaching skills by the coordinators and the instructors indicates a wide difference of opinion. The following is a comparison of the categories of the teaching skills which appeared in the top ten teaching skills as rated by the coordinators and the instructors. Of the ten teaching skills which were rated highest by the coordinators, four were from the course planning skills, three from the adult psychology skills, two from special needs, one from instructional skills, and one from evaluation. Of the ten skills that were rated highest by instructors, five were from the special needs skills, two were from the adult psychology skills, two were from the implementation of media and one was from course planning.

The rankings of the coordinators tend to agree with the way in which many experienced educators view the importance of selected teaching skills. The responses are very similar to those responses obtained from the advisory committee which was assembled to identify content for an experimental introduction to vocational teacher education teaching study, Initial In-Service for Non-Degreed Post-Secondary Vocational Instructors (Pucel, 1977), conducted during July 1, 1976 - December 30, 1977. The rankings of the coordinators are also very similar to the listings of the objectives which the state committee, assembled to identify courses needed for post-secondary vocational certification, developed (Teacher Education Sequence, State Plan of Vocational Education and Successor Rules, 1978).

However, the instructors' responses are very similar to the responses which were obtained from the needs assessment study entitled, Minnesota In-Service Vocational-Technical Instructor Needs Assessment Survey (Pucel, et al., 1976), which was aimed at identifying the continuing education needs of vocational teachers who had at least two-year vocational certification.

This latter finding of the emphasis of the instructors on developing skills to deal with special needs populations is difficult to interpret. This finding was brought to a number of vocational teacher educators and the advisory committee in an attempt to get an interpretation. A number of possible interpretations were proposed. First, it might be that adult vocational instructors are faced with a large number of people who require special attention in their classes due to some type of physical or chemical problem, or some type of learning disability. This would mean that they truly have a problem which needs solving and teacher education should emphasize those skills.

Second, it might be that the adult vocational teacher is not familiar with the terminology of education, nor the complexity of organizing and presenting material in the classroom. In this context, they might not perceive preparation for classroom instruction and delivery as being a serious problem since they feel they could

model the behaviors of the other instructors which they have had during their many years of education. If this is true, those skills related to special needs populations may be seen as a serious problem since they probably have not seen teachers during their many years of education dealing with those types of students.

A third possibility is that since a large number of instructors indicated that they have received some forms of teacher education (e.g., 53% indicated they had received some teacher education in the area of teaching methods, 45% indicated they had taken part in an introduction to vocational teaching course), the teachers may actually have the beginning level skills in the areas of preparation to enter the classroom, and, therefore, are looking for more specialized additional skills.

Although all three of these alternatives, plus others, might be operating for given individuals, the second explanation seems to be the most reasonable in terms of this study. The directions to the instructors were to indicate those teaching skills they felt adult vocational instructors would need the most help in developing. They were not asked to indicate those skills which they felt were most important to teaching in an adult evening program. This alone might have biased their responses in terms of selecting skills which they felt adult vocational teachers would have the least background in performing.

There were some areas in which the metro and out-state instructors have different opinions. There was a significant difference between the out-state and metro instructors on nine of the teaching skills. In eight of these nine cases, the differences were really not very meaningful. The differences were primarily between the numbers of people who indicated they needed much help or moderate help. Those skills which fell into this group included 1) divide course into instructional parts, 2) coordinate materials with corresponding day school vocational programs, 3) present information through an illustrated talk, 4) direct students in applying problem solving techniques, 5) demonstrate a concept or principal to be learned, 6) assist students in making

TABLE 1

RANK ORDERINGS OF COORDINATOR AND INSTRUCTOR RATINGS OF SKILLS

ACCORDING TO PERCEPTION OF HELP NEEDED*

Coord.	Instruc.	Item	
1	13.5	G61	Identify positive and negative student verbal and non-verbal reactions to instruction.
2.5	9.5	A7	Identify and select appropriate ways to teach.
2.5	3	D43	Present information with television and video-taped equipment.
4	7	F56	Adjust the learning/classroom environment and materials to better serve individual students with special needs.
5.3	11.5	B27	Direct individualized instruction through the use of learning packets, modules, etc.
5.3	20.3	A4	Conduct a task or content analysis to identify what is to be taught in the course.
5.7	33.5	A6	Select and prepare course objectives.
8	32	E49	Develop a written test to determine student knowledge of course materials.
9.21	13.5	A1	Identify the learning characteristics of the student populations for which instruction will be developed.
9.21	4	F55	Identify students whose performance is impaired by social problems, e.g., inability to relate, lack of transportation, family problems, etc.
9.21	17.3	G64	Understand the effect of past educational successes or failures upon adult learners.
9.21	9.5	G65	Identify and use appropriate ways of counseling to assist students.
13.1	43.2	A5	Select and organize what is to be learned in the course.
13.1	40.3	A9	Divide course into instructional parts.
13.1	25.3	B15	Employ positive means of providing feedback to students.
13.1	20.3	B16	Provide instruction for the slower and the more capable students.
13.1	5.5	F57	Identify resources, both in and outside of the school setting to aid in the development of individual students with special needs.
13.1	56	G67	Understand the importance of teacher enthusiasm and support.
13.1	48.21	G68	Maintain an open mind concerning the ideas and opinions of students.
20.5	58.3	B26	Demonstrate a concept or principle to be learned.
20.5	43.2	B17	Present information through an illustrated talk.
22	58.3	B24	Summarize a lesson.
23.5	35.3	B18	Employ simulation techniques using likenesses, models, mock-ups of what student will find on the job.
23.5	28	E48	Develop ways to rate student's shop/laboratory performance.

*Rank orderings were done on the basis of the number of people who indicated much or moderate help was needed.

Table 1 (cont'd.)

Coord.	Instruc.	Item	
25.21	23.5	C34	Identify and use appropriate ways for monitoring student progress.
25.21	5.5	D45	Locate, order and evaluate audio-visual instructional materials.
25.21	2	F58	Deal with crisis situations involving students with special needs, e.g., epileptic seizures, racial confrontation, etc.
25.21	8	G62	Understand the conditions and forces, cultural, social and economic, which influence adult learning.
29.10	15.5	A3	Identify and clarify individual student needs.
29.10	25.5	A8	Identify and select instructional materials.
29.10	43.2	A10	Sequence course instructional parts.
29.10	20.3	D39	Present information with overhead and opaque projectors.
29.10	25.3	D42	Present information with audio recording machines.
29.10	1	F54	Identify students whose performance is impaired by chemical dependency, e.g., drugs and/or alcohol.
29.10	17.3	G60	Apply non-verbal communication, such as gestures, facial expressions, and silence.
36.21	52.5	G66	Respect each student's feelings and ideas.
36.21	23.5	G63	Understand what motivates adults to participate in training programs.
36.21	29.3	D41	Present information with film projectors.
36.21	62	B25	Demonstrate how to do a task, step by step.
40	29.3	E47	Evaluate student's performance according to entry level performance standards of the occupation.
41.3	35.3	E51	Determine grades in a vocational course.
41.3	38.5	D40	Present information with film strip and slide projectors.
41.3	61	B23	Introduce a lesson.
44.21	38.5	B14	Conduct group or panel discussions.
44.21	35.3	B21	Direct students in applying problem-solving techniques.
44.21	11.5	D38	Prepare transparency materials for use with an overhead projector.
44.21	15.5	F53	Identify students whose performance is impaired by physical handicaps, learning disabilities, behavior/emotional problems, etc.
48.21	40.3	B19	Direct students on how and what to study.
48.21	43.5	B22	Direct the student in the use of a project as a way to learn.
48.21	48.21	B29	Relate classroom instruction to the job experiences of adult students.
48.21	48.21	E50	Schedule and use tests.
52.5	17.3	A11	Coordinate materials with corresponding day school vocational program.
52.5	57	D44	Present information with the chalkboard and flip chart.
54.5	48.21	C32	Establish and maintain filing/recordkeeping system.
54.5	52.5	B28	Present information by bringing in a subject matter expert.

Table 1 (cont'd.)

Coord.	Instruc.	Item
56.5	40.3	C36 Be familiar with student management and discipline principles.
56.5	43.2	B30 Assist students to make immediate on-the-job application of what they have learned.
58	54	B20 Direct student shop or laboratory experience.
59.5	33.5	A2 Understand the differences between adult vocational and other adult education programs.
59.5	29.3	C35 Identify, locate and obtain necessary supplies, equipment and fixtures.
61	58.3	C33 Provide an environment favorable to the health and safety of students and staff such as use of safety glasses, proper ventilation, teaching safety awareness.
62	55	B13 Plan and direct individual or group field trips.

immediate, on-the-job application of what they have learned, 7) understand what motivates adults to participate in training programs, and 8) identify and use appropriate ways of counseling to assist students. There seemed to be a meaningful difference between the percentages of metro and out-state instructors on the skill "employ simulation techniques using likenesses, models, mock-ups of what student will find on the job". Whereas about 27% of the out-state group felt that adult vocational teachers needed help with this skills, only 8% of the metro instructors felt they needed help.

Section III of both the instructor and coordinator questionnaires asked questions about the format of the delivery system that should be used for presenting teacher education to adult vocational teachers. Both groups were first asked to indicate if they felt there was a need for programs to help the part-time adult vocational teacher develop teaching skills. Table 2 indicates that 93% of the coordinators and 87% of the instructors felt there was a need for such a program.

Table 2

Percentages of Coordinators and Instructors Who Felt There is a Need for Programs to Develop Teaching Skills

	Coordinators	Instructors
Yes	93%	87%
No	7%	13%
Total	100%	100%
	N = 30	N = 150

The instructors were then asked, "Would you be interested in participating in one or more teacher training activities?". Seventy-one percent of the instructors indicated they would participate in one or more teacher education activity per year, 14% indicated that they would participate in only one teacher education activity, and 15% indicated they would participate in no teacher education activities.

The responses of the coordinators to this question were very similar. The basic difference was that whereas 15% of the instructors indicated they would participate in no teacher education activities, only 7% of the coordinators felt that instructors would not be willing to participate in teacher education activities. These findings indicate that the majority of the instructors would be willing to participate in teacher education activities and the majority of the coordinators feel that the instructors would be willing to participate in teacher education activities.

Table 3

Willingness of Instructors to Participate in Teacher Education Activities

Amount of Participation	Coordinators	Instructors
Would participate in one or more teacher education activity a year	67%	71%
Would participate in one teacher education activity only	26%	14%
Would participate in no teacher education activities	7%	15%
Total	100%	100%
	N = 27	N = 139

An attempt was also made to determine the type of format with which the teachers would like to be taught. If one ranks the teaching formats based on the percentages of the instructors or coordinators that felt the techniques would be appropriate for use with adult vocational teachers, the rankings of the coordinators and the instructors are the same. The first choice of both groups was instruction offered through seminar discussion, the second choice was group classroom activities, the third was self-study materials, the fourth was television lectures plus reading and homework and/or local discussion groups, and the fifth was correspondence. The

least popular instructional delivery format was computer assisted instruction. This information implies that instruction for the adult evening instructors probably should be done in some type of group setting. Table 4 shows the percentages for delivery format preferences.

Table 4

Instructional Delivery Format Preferences

Delivery Format	Coordinators	Instructors
Group Classroom Activities	67%	59%
Seminar Discussions	87%	68%
TV plus Homework/ Discussion	23%	18%
Self-Study	30%	29%
Correspondence	7%	15%
Computer Instruction	3%	8%
	N = 30	N = 150

Instructors were asked to indicate the ways in which their cur ent needs for the development of teaching skills were being met. The coordinators were also asked to indicate how they felt instructors were currently meeting these needs. Fourteen percent of the instructors indicated they felt they had no needs and 10% of the coordinators indicated they felt their instructors had no needs. Fourteen percent of the instructors felt they had needs but they were not being met and 23% of the coordinators felt their instructors had needs that were not being met. The coordinators felt that the largest amount of instructor needs were being met by local school staff. The instructors agreed with this. The coordinators felt that the Universities were the second largest factor in meeting the needs of instructors whereas instructors felt that self-study on their part was the second most often used form of meeting

their needs. Twenty-eight percent of the instructors felt that some of their teaching skill needs were being met by the teaching training institutions.

Table 5

Ways in Which Current Needs for the Development of Teaching Skills are Being Met

Teaching Skill Need	Coordinators	Instructors
No awareness of needs	10%	14%
Needs not being met	23%	14%
Needs met by local school staff	83%	37%
Needs met through state universities or University of Minnesota	43%	28%
Needs met through self-study program	27%	35%
	N = 30	N = 150

One concern of the study was to identify what would motivate teachers to participate in teacher education activities. The teachers and the coordinators were asked to select a number of alternatives that they felt might be possible motivations for teachers to participate in instructional activities. The instructors indicated that the greatest expectation from participating in teaching training activities would be personal growth (85%). Sixty-three percent expected some clock hour credit toward licensure/certification, 34% expected incentive pay raises, and 30% expected college credit. The coordinators were asked to indicate what they felt the teachers should receive for participation in teacher education activities. Eighty-seven percent of the coordinators felt the instructors should get clock hour credit toward licensure/certification. Sixty percent felt they should receive personal growth, 47% incentive pay raises, and 33% college credit.

Table 6

Expected Returns from Participating in Teacher Training Activities

Expected Return	Coordinators	Instructors
Personal Growth	60%	85%
Clock Hour Credit	87%	63%
Incentive Pay Raise	47%	34%
College Credit	33%	30%
	N = 30	N = 150

A series of questions were asked of both instructors and coordinators to try to determine the best time of year and time frame for presenting teacher education activities to adult vocational teachers. Both the majority of the instructors and the coordinators indicated that activities should be offered for one day per week for three to four hours a day. About half of the coordinators and instructors indicated that the activity should be from five to ten weeks in duration and the other half indicated that it should be between one and four weeks. Few people indicated the activity should be more than ten weeks. However, there was not a clear-cut response from the instructors. (See Table 7)

Table 7

Preferred Duration of Teacher Education Activities

Time	Coordinators	Instructors
Weeks/Activity	1 - 4 weeks or 5 - 10 weeks	1 - 4 weeks or 5 - 10 weeks
Days/Week	1 day	1 day
Hours/Day	3 - 4 hours	3 - 4 hours

The majority of the teachers indicated that they would be willing to go less than forty miles to participate in a teacher education activity. Only 22% of the instructors indicated they would be willing to travel more than sixty miles to participate in a teacher education activity. There was a significant difference between the metro and out of state instructors' mileage preferences, indicating that the out of state instructors were willing to travel further than the metro instructors (See Appendix II). Only 13% of the coordinators indicated that they felt their staff would be willing to travel more than sixty miles to participate in a teacher education activity. (See Table 8)

Table 8

Preferred Round Trip Mileage

Miles	Coordinator	Instructor
1-20	33%	30%
21-40	25%	22%
41-60	29%	26%
61-360	13%	22%
Total	100%	100%
	N = 24	N = 115

Instructors and coordinators were also asked to indicate the preferred time of the year and the preferred time of the day that instruction probably should be offered. The majority of both groups indicated that the instruction should be offered during the evenings. The times of the year that both the coordinators and the instructors felt that the instructors would prefer to participate in teacher education activities were the fall and winter.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The summary of findings will be discussed in relation to the six objectives stated for the study. Each objective will be stated and the findings relative to that objective will be summarized.

1. Provide descriptive information about the part-time adult vocational instructor.

Over sixty-three percent of the instructors were teaching in programs that were designated as trade and technical education programs or home economics education programs. The rest were teaching in programs in the areas of business and office education, health education, distributive education, and other programs. There was a significant difference in the types of programs offered in the metropolitan and out-state areas. While 33.3% of the out-state programs were home economics programs, only 9.1% of the metropolitan programs were. And while 48.5% of the metropolitan programs were trade and technical programs, only 33.3% of the out-state programs were.

The majority of the instructors worked at jobs other than teaching forty hours a week and taught two or less days per week. The majority also taught less than ten hours per week. However, the metropolitan instructors tended to teach more days per week than the out-state instructors.

The instructors had a variety of different vocational licenses. About 98% of the instructors had gone beyond a high school education and 73% had some form of college education. Probably many of those who have had some form of college education had taken part in teacher education activities provided by the Universities. A majority of the instructors indicated they had taken part in some type of teacher education program in the past. This teacher education was received

through industry, teacher education institutions, schools in which they were employed, and military service. The largest percentage of the instructors indicated they had received their teacher education through teacher education institutions (35%). However, 65% or the majority of the instructors apparently had not been served by teacher education institutions.

The majority of the coordinators indicated that the turnover rate of their instructors was 20% or less per year. Only 13% of the instructors indicated they were newly employed during the past year. There was a significant difference between the metro and out-state groups. Whereas 20.5% of the out-state instructors were new, only 3.2% of the metropolitan instructors were new.

From the information obtained, the following statements are true of the majority of this group of part-time vocational instructors: their primary occupations are other than teaching, they teach less than ten hours a week, they hold adult vocational licenses, they have had some college education and some form of teacher education, and they are not new to the field of teaching. Most have had a year or more of teaching experience, thus contributing to a relatively stable population.

2. Assess whether or not there is a need for pre-service/in-service programs to help develop the teaching skills of part-time vocational instructors.

About 93% of the coordinators and 87% of the instructors felt there was a need for a teacher education program for the part-time adult vocational instructors. About 71% of the instructors indicated they would participate in one or more teacher education activities per year and a majority of the coordinators felt their instructors would attend such activities.

3. Determine what portions of the existing teacher education sequence for vocational instructors might also be appropriate for part-time adult vocational instructors.

Based on the results of this study it is difficult to determine the exact composition of a teacher education for the adult vocational instructors. Therefore, it is also difficult to compare a program for those instructors with a typical program available to the post-secondary vocational instructors. The primary factor which makes this difficult is the disagreement between the adult vocational coordinators and the instructors in terms of what the instructors need the most help with.

Based on the responses of the adult vocational coordinators, it would appear that the content covered in the five core courses currently required to achieve five-year certification at the post-secondary level, might also be appropriate for the adult vocational instructors. The only exception is the content pertaining to the evaluation of students aimed at providing students with grades. Both groups rated the skill pertaining to the scheduling and use of tests relatively low. However, the coordinators rated the skills "to develop a written test to determine student knowledge of course materials" and "employ positive means of providing feedback to students" relatively high.

4. Assess what is unique about the part-time adult vocational instructors regarding teacher education needs and the problems they have meeting these needs.

Based on the instructor ratings of what they felt adult vocational instructors would most like help with, it appears that the adult vocational instructors feel they need substantial assistance in dealing with the human interactions in the classroom and techniques for identifying the individual needs and capacities of students. They would also like help with techniques for addressing these needs. The highest rated skills which they felt adult vocational instructors needed assistance with dealt with special needs of students and the adaptation of situations in the classroom to meet the needs of individuals. In addition, they were concerned with the identification and use or resource materials. Therefore, it would appear that a teacher education program for adult vocational instructors should have a substantial emphasis placed upon the development of those skills. It is difficult to place these findings into

context. Although attempts were made at trying to find alternative explanations as to why the instructors rated these skills highest (See FINDINGS AND CONCLUSIONS: Findings Regarding Items That Were Asked of Both the Instructors and Coordinators), at this point it would appear safe to say that they should be included in some way within the teacher education program prepared for them.

An examination of how the teacher education needs of this group have been met and possible barriers to them participating in vocational teacher education indicated the following. Apparently the coordinators and instructors both saw the majority of the teachers' education skill development being facilitated by the local school staff. The coordinators saw the state universities or the University of Minnesota as being the next most used mechanism, while the instructors saw self-study as being the next most used mechanism. This may be because many adult vocational instructors may have participated in the use of the introduction to teaching program offered through the State Department of Education, which was associated with the text, The Instructor and His Job. In any event, it appears that the teacher education institutions have not been seen as the primary vehicle for helping these teachers meet their needs.

Teachers were asked about the method with which they would like to see teacher education delivered to them. The only delivery characteristic that they indicated that tends to be somewhat different from the current method of delivering teacher education for the core courses to post-secondary instructors, is that about 50% of the teachers and coordinators indicated they would like to see activities of from one to four weeks in duration as contrasted with the typical five to ten week duration period. The majority preferred teacher education sessions to be held one day per week for between three and four hours, the way many of the current core courses are offered by teacher education institutions.

5. Investigate whether the unique needs necessitate the development of new teacher education activites to meet the problems of part-time adult vocational instructors.

Two unique considerations for the teacher education of adult vocational instructors seem to need new approaches to meet the needs of this group. First, teacher education activities should be developed that can be used to help the adult vocational instructors with the development of the interpersonal skills and techniques necessary to deal with special needs students, to identify the individual needs of adult learners, and to devise methods of addressing the needs of the individual adult learners in their classrooms. These activities would be in addition to the typical kinds of pedegogical skills taught within teacher education activities currently designed to be contained within the teacher education core for post-secondary vocational instructors. In addition, since about 50% of the instructors indicated they would prefer to see teacher education activities last from one to four weeks, as contrasted with the typical five to ten weeks, the teacher education activities may need to be broken down into smaller units for that group of individuals. This should not preclude adult instructors from taking the core courses which are typically made available to the post-secondary vocational instructors, but should probably be viewed as an alternative for those instructors who prefer to involve a smaller amount of time in teacher education activities.

6. Determine the most effective system for delivery of teacher education programs to part-time adult vocational instructors.

Based on communication with coordinators and experience with providing teacher education activities for post-secondary vocational educators, it would appear that the most effective method for delivering instruction to the adult vocational teacher would be very similar to the procedures currently used for providing instruction to post-secondary vocational instructors. A

program of offerings could be developed which would supplement the current core courses developed for post-secondary instructors. These courses could be developed with the assistance of an advisory committee in much the same way as the post-secondary core was developed. A contact person at each of the AVTIs in the state could be asked to assess the needs of the local instructors to determine which offerings should be made available to the local instructors. Those needs could then be communicated to the teacher education institutions which would be responsible for the delivery of vocational teacher education services. It would be helpful if the provision of teacher education services to the adult vocational instructors could be considered to be eligible for funding under the current agreements between the University of Minnesota and the state universities and the State Department of Education.

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APPENDIX I

SURVEY RESULTS

INSTRUCTOR

NOTE: Data in this appendix are rounded to the neartest whole number. Any discrepant results in totalling percent column are due to rounding.

Section I - Background-Descriptive Section

1. How many hours per week do you spend working on a job other than teaching?
(Check ONLY One)
13% 10 hours or less
3% More than 10 hours but less than 20 hours
8% More than 20 hours but less than 40 hours
69% 40 hours or more
7% Retired from work force
100 % N = 147

2. Please classify your teaching specialty in one of the categories below.
(Check ONLY One)
1% Agricultural Education
17% Business and Office Education
3% Distributive Education
13% Health Education
23% Home Economics Education
40% Trade and Technical Education
3% Other (Specify)
100 % N = 150

3. In which of the following types of vocational programs do you teach?
(Check all that apply)
0% Day School Program
99% Adult Vocational Program
0% Neither
N = 150**

4. Please fill in the following information about the time you teach as an adult vocational instructor.
*I teach_____day(s) per week
I teach_____hours per week
I teach_____hours per year

Days	Percent of Response
One	35
Two	41
Three	12
Four	6
Five	6
Total	100 %

N = 108

Hours/Year	Percent of Response
1-20	15
21-40	22
41-60	17
61-120	12
121-200	17
201-500	13
501-1000	4
Total	100 %

N = 69

Hours/Week	Percent of Response
1-5	50
6-10	41
11-20	5
21-40	4
Total	100 %

N = 108

*The Outstate and Metro instructors' proportionate responses were significantly different at the 0.10 level, or below. See Appendix II.

**Total percent will not equal 100 because of multiple responses.

5. Indicate the type of teaching certificate/license you have. (Check all that apply)

81% I am licensed to be an adult vocational instructor.
11% I am certified to be a secondary vocational instructor.
21% I am certified to be a post-secondary vocational instructor.
4% I am certified to be a non-vocational instructor.

N = 150

6. Which of the following indicates your educational background? (Check all that apply)

Categories	Percent
High School Only	2%
On the Job Training	11
Post-Secondary Vocational School	14
College	73
Total	100%

N = 150

7. If you have had any teacher education instruction, which of the following most closely describes the instruction you have had. (Check all that apply)

17% Have taken no teacher education instruction
45% Pre-service teacher education workshop
22% Philosophy-history of vocational education
46% Course construction
29% Test construction
35% Development of instructional media
29% Coordination of supervision techniques
3% Teaching methods
17% Individualizing instruction
11% Working with special needs students
5% Educational administration
33% Human relations
12% Other (Specify)

N = 150**

8. How many hours of teacher education instruction have you received through industry, teacher education institutions, local school, military services? (Indicate the number of hours you have had in each category)

_____ hours in industry
_____ hours from teacher education institutions
_____ hours in your school
_____ in the military services

Hours	Industry	Teacher Education Institutions	Own School	Military Services
1 - 40	7%	16%	17%	3%
41 - 100	7	9	8	3
101 - 300	5	7	3	3
301 - 500	1	1	1	1
Over 500	3	2	0	1
Responses	23%	35%	29%	11%
No Responses	77%	65%	71%	89%
Total	100%	100%	100%	100%

N = 150

*9. Did you begin teaching for the first time after January 1, 1977?

13% Yes
87% No
100% N = 146

*The Outstate and Metro instructors' proportionate responses were significantly different at the 0.10 level, or below. See Appendix II.

**Total percent will not equal 100 because of multiple responses.

Section II - Teaching Skills

The following is a list of 62 skills the part-time adult vocational instructor may want to develop by participating in teacher education activities.

DIRECTIONS: We are interested in identifying the skills which part-time adult vocational instructors feel they need help in developing through a teacher education program. Please rate each of the following skills by checking the number which indicates the amount of help you believe the part-time adult vocational instructor would like to have help in developing: (0) need no help, (1) need slight help, (2) need moderate help, (3) need much help.

	Need No Help 0	Need Slight Help 1	Need Moderate Help 2	Need Much Help 3
A. Course Planning				
1. Identify the learning characteristics of the student populations for which instruction will be developed.	32[a]	38	25	5
2. Understand the difference between adult vocational and other adult education programs.	47	34	16	4
3. Identify and clarify individual students needs.	35	36	25	4
4. Conduct a task or content analysis to identify what is taught in the course.	44	29	22	5
5. Select and organize what is to be learned in the course.	47	38	10	4
6. Select and prepare course objectives.	45	35	14	6
7. Identify and select appropriate ways to teach.	26	42	29	4
8. Identify and select instructional materials.	41	35	18	6
*9. Divide course into instructional parts.	49	35	15	1
10. Sequence course instructional parts.	50	36	12	2
*11. Coordinate materials with corresponding day school vocational program.	50	22	19	9
12. Other (specify)				
B. Instructional Skills				
13. Plan and direct individual or group field trips.	66	25	8	1
14. Conduct group or panel discussions.	47	36	15	2
15. Employ positive means of providing feedback to students.	36	40	17	7
16. Provide instruction for the slower and the more capable students.	35	38	17	10
*17. Present information through an illustrated talk.	50	37	11	3
*18. Employ simulation techniques using likenesses, models, mock-ups of what student will find on the job.	54	27	14	5
19. Direct students on how and what to study.	54	31	13	3
20. Direct student shop or laboratory experience	64	26	9	1
*21. Direct students in applying problem-solving techniques.	45	36	14	5
22. Direct the student in the use of a project as a way to learn.	56	30	11	3
23. Introduce a lesson.	65	31	4	1
24. Summarize a lesson.	64	29	5	1
25. Demonstrate how to do a task, step by step.	70	27	4	
*26. Demonstrate a concept or principle to be learned.	60	35	6	
27. Direct individualized instruction through the use of learning packets, modules, etc.	36	32	27	5
28. Present information by bringing in a subject matter expert as a resource person.	57	32	7	4
29. Relate classroom instruction to the job experiences of adult students.	68	18	12	1
*30. Assist students to make immediate on-the-job application of what they have learned.	58	28	11	3
31. Other (specify)				

*The Outstate and Metro instructors' proportionate responses were significantly different at the 0.10 level, or below. See Appendix II.

[a] Percentages

	Need No Help 0	Need Slight Help 1	Need Moderate Help 2	Need Much Help 3
C. Classroom/Student Management Skills				
32. Establish and maintain filing/recordkeeping system.	49	39	9	4
33. Provide an environment favorable to the health and safety of students and staff such as use of safety glasses, proper ventilation, teaching safety awareness.	77	18	5	1
34. Identify and use appropriate ways of monitoring student progress.	43	31	23	3
35. Identify, locate, and obtain necessary supplies, equipment, and fixtures.	47	31	12	10
36. Be familiar with student management and discipline principles.	56	28	13	3
37. Other (specify)				
D. Implementation of Media				
38. Prepare transparency materials for use with an overhead projector.	45	23	19	13
39. Present information with overhead and opaque projectors.	56	16	18	9
40. Present information with film strip and slide projectors.	62	21	10	7
41. Present information with film projectors.	58	19	15	7
42. Present information with audio recording machines.	51	25	14	10
43. Present information with television and video-taped equipment.	34	24	22	21
44. Present information with the chalkboard and flip chart.	74	18	6	1
45. Locate, order and evaluate audio-visual instructional materials.	35	25	23	17
46. Other (specify)				
E. Evaluation				
47. Evaluate student's performance according to entry level performance standards of the occupation.	47	32	18	4
48. Develop ways to rate student's shop/laboratory performance.	43	34	20	3
49. Develop a written test to determine student knowledge of course materials.	53	26	17	4
50. Schedule and use tests.	59	28	10	3
51. Determine grades in a vocational course.	53	28	12	7
52. Other (specify)				
F. Special Needs Skills				
53. Identify students whose performance is impaired by physical handicaps, learning disabilities, behavior/emotional problems, etc.	35	35	18	11
54. Identify students whose performance is impaired by chemical dependency, e.g., drugs and/or alcohol.	28	25	25	21
55. Identify students whose performance is impaired by social problems, e.g., inability to relate, lack of transportation, family problems, etc.	27	32	25	16
56. Adjust the learning/classroom environment and materials to better serve individual students with special needs.	35	29	27	10
57. Identify resources, both in and outside of the school setting to aid in the development of individual students with special needs.	34	26	34	6
58. Deal with crisis situations involving students with special needs, e.g., epileptic seizures, racial confrontation, etc.	32	25	26	18
59. Other (specify)				
G. Adult Psychology				
60. Apply non-verbal communication, such as gestures, facial expressions, and silence.	45	27	22	6
61. Identify positive and negative student verbal and non-verbal reactions to instruction.	39	31	24	6
62. Understand the conditions and forces, cultural, social and economic, which influence adult learning.	35	32	26	8
*63. Understand what motivates adult to participate in training programs.	40	35	20	6

*The Outstate and Metro instructors' proportionate responses were significantly different at the 0.10 level, or below. See Appendix II.

	Need No Help 0	Need Slight Help 1	Need Moderate Help 2	Need Much Help 3
G. (Cont'd.)				
64. Understand the effect of past educational successes or failures upon adult learners.	29	43	20	8
*65. Identify and use appropriate ways of counseling to assist students.	32	35	23	10
66. Respect each student's feelings and ideas.	61	28	10	1
67. Understand the importance of teacher enthusiasm and support.	62	31	6	2
68. Maintain an open mind concerning the ideas and opinions of students.	60	28	10	3
69. Other (specify)				

*The Outstate and Metro instructors' proportionate responses were significantly different at the 0.10 level, or above. See Appendix II.

Section III - Teacher Education Preferences

1. Do you think there is a need for programs to help the part-time adult vocational instructor develop teaching skills?

87%	Yes
13%	No
100%	N = 142

2. Would you be interested in participating in one or more teacher education activities?

15%	No, I would not be interested in participating in any teacher education activity.
14%	Yes, I would like to participate in one teacher education activity only.
48%	Yes, I would like to participate in one per year.
23%	Yes, I would like to participate in more than one activity per year.
100%	N = 139

3. If you were to participate in a teacher education activity, how would you like to learn? (Check all that apply)

59%	Group classroom activities
68%	Seminar discussions
18%	TV lectures plus reading and homework and/or local discussion groups
29%	Self-study materials such as tape cassettes, reading materials, etc.
15%	Correspondence
8%	Computer assisted instruction (CAI)
	N = 150**

4. How are most of your needs to learn teaching skills currently being met? (Check all that apply)

14%	Not aware of any needs
14%	Needs not being met currently
37%	Local school staff at the school in which I teach
11%	Teacher educators from a state university
17%	Teacher educators from the University of Minnesota
35%	Self-study program
3%	Other (specify)_____
	N = 150**

5. If you participate in a teacher education activity, what do you expect to receive for this instruction? (Check all that apply)

85%	Personal growth
63%	Clock hour credit toward licensure/certification
34%	Incentive pay raise
30%	College credit
	N = 150**

6. If you were to participate in a particular teacher education activity, how much time would you be able to spend on this activity? (Please supply numbers in all the blank spaces provided.)

_____ week(s) of instruction per activity
_____ day(s) of instruction per week
_____ hour(s) of instruction per day

Weeks per Activity	Percent
1-2	25
3-4	22
5-10	46
11-16	7
Total	100
N = 69	

Days Per Week	Percent
1	83
2	14
3 or more	3
Total	100
N = 88	

Hours Per Day	Percent
1-2	34
3-4	57
5-8	9
Total	100
N = 82	

7. I would be willing to travel_____miles (round trip) to participate in a teacher education activity.

**Total percent will not equal 100 because of multiple responses.

7. (cont'd.)

Miles	Percent
1-20	30
21-40	22
41-60	26
61-360	22
Total	100

N = 115

8. Indicate the time of day you would prefer to participate in a teaching education activity. (Chech ONLY one)

8%	Weekend
19%	During a regular work day (i.e., 8 a.m. to 4 p.m.)
3%	Late afternoon
69%	Evening
99%	N = 124

9. Indicate the time of year you would prefer to participate in a teacher education activity. (Check ONLY one)

36%	Fall
16%	Spring
38%	Winter
10%	Summer
100%	N = 125

APPENDIX II

SIGNIFICANT DIFFERENCES BETWEEN METRO AND OUTSTATE INSTRUCTOR RESULTS

The following tables indicate the items in the Questionnaire in which the Outstate and Metro instructors' proportionate responses were significantly different at the 0.10 level, or beyond.* **

SECTION I - #2 Please classify your teaching specialty in one of the categories below.

	Outstate	Metro	Total
AgEd	2.4%	0.0%	1.3%
BsEd	17.9%	15.2%	16.6%
Dist Ed	0.0%	7.6%	3.3%
Health Ed	13.1%	13.6%	13.3%
Home Ec Ed	33.3%	9.1%	22.7%
T & I	33.3%	48.5%	40.0%
Other	0.0%	6.1%	2.7%
Total	100 %	100.1 %	99.9%
	N = 84	N = 66	N = 150

Raw Chi-Square = 25.90 Degrees of Freedom = 6 Significance <.001

SECTION I - #4A Please fill in the following information about the time you teach as an adult vocational instructor.

I teach _____ day(s) per week.

Days	Outstate	Metro	Total
One	54.5%	18.5%	34.7%
Two	36.4%	44.4%	40.8%
Three	0.0%	22.2%	12.2%
Four	0.0%	11.1%	6.1%
Five	9.1%	3.7%	6.1%
Total	100 %	99.9%	99.9%
	N = 22	N = 27	N = 49

Raw Chi-Square = 12.64 Degrees of Freedom = 4 Significance = .0132

SECTION I - #9 Did you begin teaching for the first time after January, 1977?

	Outstate	Metro	Total
Yes	20.5%	3.2%	13.0%
No	79.5%	96.8%	87.0%
Total	100 %	100 %	100 %
	N = 83	N = 63	N = 146

Corrected Chi-Square = 8.01 Degree of Freedom = 1
Significance = .0047

* Any discrepant result in totalling percent columns is due to computer rounding.
** The chi-square results presented in this appendix are crude approximations because, in a substantial number of cells, the expected frequencies were less than 5.

SECTION II - #9A Course Planning

Divide course into instructional parts

	Outstate	Metro	Total
Need much help	2.5%	0.0%	1.4%
Need moderate help	11.4%	18.8%	14.7%
Need slight help	44.3%	23.4%	35.0%
Need no help	41.8%	57.8%	49.0%
Total	100 %	100 %	100.1%
	N = 79	N = 64	N = 143

Raw Chi-Square = 9.18 Degrees of Freedom = 3 Significance = .0269

SECTION II - #11 Course Planning

Coordinate materials with corresponding day school vocational program.

	Outstate	Metro	Total
Need much help	3.8%	16.1%	9.3%
Need moderate help	21.8%	14.5%	18.6%
Need slight help	23.1%	21.0%	22.1%
Need no help	51.3%	48.4%	50.0%
Total	100 %	100 %	100 %
	N = 78	N = 62	N = 140

Raw Chi-Square = 6.73 Degrees of Freedom = 3 Significance = .0812

SECTION II - #17 Instructional Skills

Present information through an illustrated talk.

	Outstate	Metro	Total
Need much help	1.3%	4.7%	2.8%
Need moderate help	15.6%	4.7%	10.6%
Need slight help	41.6%	31.3%	36.9%
Need no help	41.6%	59.4%	49.6%
Total	100.1%	100.1%	99.9%
	N = 77	N = 64	N = 141

Raw Chi-Square = 8.56 Degrees of Freedom = 3 Significance = .0358

SECTION II - #18 Instructional Skills

Employ simulation techniques using likenesses, models, mock-ups of what student will find on job.

	Outstate	Metro	Total
Need much help	4.9%	4.8%	4.9%
Need moderate help	22.2%	3.2%	13.9%
Need slight help	28.5%	25.4%	27.1%
Need no help	44.4%	66.7%	54.2%
Total	100 %	100.1%	100.1%
	N = 81	N = 63	N = 144

Raw Chi-Square = 12.61 Degrees of Freedom = 3 Significance = .0056

SECTION II - #21 Instructional Skills

Direct students in applying problem-solving techniques.

	Outstate	Metro	Total
Need much help	3.7%	6.3%	4.9%
Need moderate help	15.0%	12.7%	14.0%
Need slight help	46.2%	23.8%	36.4%
Need no help	35.0%	57.1%	44.8%
Total	99.9%	99.9%	100.1%
	N = 80	N = 63	N = 143

Raw Chi-Square = 9.36 Degrees of Freedom = 3 Significance = .0248

SECTION II - #26 Instructional Skills

Demonstrate a concept or principle to be learned.

	Outstate	Metro	Total
Need much help	0.0%	0.0%	0.0%
Need moderate help	3.8%	7.9%	5.7%
Need slight help	43.6%	23.8%	34.8%
Need no help	52.6%	68.3%	59.6%
Total	100 %	100 %	100.1%
	N = 78	N = 63	N = 141

Raw Chi-Square = 6.39 Degrees of Freedom = 2 Significance = .0409

SECTION II - #30 Instructional Skills

Assist students to make immediate on-the-job application of what they have learned.

	Outstate	Metro	Total
Need much help	1.2%	4.8%	2.8%
Need moderate help	16.2%	4.8%	11.2%
Need slight help	31.3%	23.8%	28.0%
Need no help	51.3%	66.7%	58.0%
Total	100 %	100.1%	100 %
	N = 80	N = 63	N = 143

Raw Chi-Square = 7.85 Degrees of Freedom = 3 Significance = .0492

SECTION II - #63 Understand what motivates adults to participate in training programs.

	Outstate	Metro	Total
Need much help	7.6%	3.2%	5.7%
Need moderate help	16.5%	24.2%	19.9%
Need slight help	43.0%	24.2%	34.8%
Need no help	32.9%	48.4%	39.7%
Total	100 %	100 %	100.1%
	N = 79	N = 62	N = 141

Raw Chi-Square = 7.86 Degrees of Freedom = 3 Significance = .0490

SECTION II - #65 Adult Psychology

Identify and use appropriate ways of counseling to assist students.

	Outstate	Metro	Total
Need much help	13.0%	6.5%	10.1%
Need moderate help	16.9%	30.6%	23.0%
Need slight help	41.6%	25.8%	34.5%
Need no help	28.6%	37.1%	32.4%
Total	100.1%	100 %	100.1%
	N = 77	N =62	N = 139

Raw Chi-Square = 7.52 Degrees of Freedom = 3 Significance = .0570

SECTION III - #7 I would be willing to travel ____ miles (round trip) to participate in a teacher education activity.

	Outstate	Metro	Total
1 - 20	18.3%	43.6%	30.4%
21 - 40	11.7%	32.7%	21.7%
41 - 60	33.3%	18.2%	26.1%
61 - 360	36.7%	5.5%	22.0%
Total	100 %	100 %	100.2%
	N = 60	N = 55	N = 115

Raw Chi-Square = 25.56 Degrees of Freedom = 3 Significance <.001

SECTION III - #9 Teacher Education Prefe: nces

Indicate the time of year you would prefer to participate in a teacher education activity.

	Outstate	Metro	Total
Fall	40.0%	30.9%	36.0%
Spring	18.6%	12.7%	16.0%
Winter	38.6%	38.2%	38.4%
Summer	2.9%	18.2%	9.6%
Total	100.1%	100 %	100 %
	N = 70	N = 55	N = 125

Raw Chi-Square = 8.90 Degrees of Freedom = 3 Significance = .0306

APPENDIX III

SURVEY RESULTS

COORDINATOR

NOTE: Data in this appendix are rounded to the nearest whole number. Any discrepant results in totaling percent columns are due to rounding.

Section I - Background-Descriptive Section

1. How many different part-time vocational teachers do you employ in your adult programs during a typical year? (Indicate the number)

_____ Number of teachers

Number of Teachers	Percent
1-30	26
31-60	30
61-135	27
136-400	17
Total	100

N = 30

2. What are the average numbers of hours most of your part-time adult vocational instructors have spent in the following activities? (Please indicate the number of hours.)

____hours of instruction through teacher training institutions
____hours of instruction offered by your school
____other (specify)

Hours	Teacher Training Institution	Own School	Other (Industry)	Other
1-40	43%	60%	10%	3%
41-100	7	3	0	0
101-300	3	3	0	0
301-500	0	0	0	0
over 500		3	0	0
Responses		69	10	3
No Response	44	31	90	97
Total	100%	100%	100%	100%

N = 30

**3. Please indicate the type(s) of factors which you feel might interfere with your teachers' participation in teacher education activities. (Check all that apply.)

80% another job commitment
43% personal motivation
0% frequency of illness
37% distance to travel
47% experience or inexperience as a teacher
7% salary renumeration
20% other a. 13% teach only part-time
b. 7% miscellaneous

N = 30

**Total percent will not equal 100 because of multiple responses.

Section II - Teaching Skills

The following is a list of 62 skills the part-time adult vocational instructor may want to develop by participating in teacher education activities.

DIRECTIONS: We are interested in identifying the skills which you feel part-time adult vocational instructors need help in developing. Please rate each of the following skills by checking the number which indicates the amount of help you believe would be needed by the part-time adult vocational instructor on each skill: (0) need no help, (1) need slight help, (2) need moderate help, (3) need much help.

	Need No Help 0	Need Slight Help 1	Need Moderate Help 2	Need Much Help 3
A. Course Planning				
1. Identify the learning characteristics of the student populations for which instruction will be developed.	10[a]	26	50	13
2. Understand the differences between adult vocational and other adult education programs.	30	47	13	10
3. Identify and clarify individual student needs.	10	40	37	13
4. Conduct a task or content analysis to identify what is to be taught in the course.	13	20	30	37
5. Select and organize what is to be learned in the course.	13	27	43	17
6. Select and prepare course objectives.	13	20	37	30
7. Identify and select appropriate ways to teach.	7	20	37	37
8. Identify and select instructional materials.	10	40	23	27
9. Divide course into instructional parts.	17	23	53	7
10. Sequence course instructional parts.	20	30	43	7
11. Coordinate materials with corresponding day school vocational program.	30	33	17	20
12. Other (specify)				
B. Instructional Skills				
13. Plan and direct individual or group field trips.	43	43	10	3
14. Conduct group or panel discussions.	20	37	33	10
15. Employ positive means of providing feedback to students.	17	23	40	20
16. Provide instruction for the slower and the more capable students.	17	23	33	27
17. Present information through an illustrated talk.	23	20	37	20
18. Employ simulation techniques using likenesses, models, mock-ups of what students will find on the job.	27	20	27	27
19. Direct students on how and what to study.	20	40	30	10
20. Direct student shop or laboratory experience.	40	33	23	3
21. Direct students in applying problem-solving techniques.	20	37	30	13
22. Direct the student in the use of a project as a way to learn.	27	33	33	7
23. Introduce a lesson.	13	43	17	27
24. Summarize a lesson.	13	30	33	23
25. Demonstrate how to do a task, step by step.	17	37	30	17
26. Demonstrate a concept or principle to be learned.	13	30	37	20
27. Direct individualized instruction through the use of learning packets, modules, etc.	27	7	27	40
28. Present information by bringing in a subject matter expert as a resource person.	27	43	23	7
29. Relate classroom instruction to the job experiences of adult students.	30	30	30	10
30. Assist students to make immediate on-the-job application of what they have learned.	37	37	10	17
31. Other (specify)				

[a] Percentages

	Need No Help 0	Need Slight Help 1	Need Moderate Help 2	Need Much Help 3
C. Classroom/Student Management Skills				
32. Establish and maintain filing/recordkeeping system.	40	30	27	3
33. Provide an environment favorable to the health and safety of students and staff, such as use of safety glasses, proper ventilation, teaching safety awareness.	33	50	7	10
34. Identify and use appropriate ways for monitoring student progress.	10	37	40	13
35. Identify, locate, and obtain necessary supplies, equipment, and fixtures.	30	47	20	3
36. Be familiar with student management and discipline principles.	43	30	20	7
37. Other (specify)				
D. Implementation of Media				
38. Prepare transparency materials for use with an overhead projector.	23	33	30	13
39. Present information with overhead and opaque projectors.	13	37	40	10
40. Present information with film strip and slide projectors.	17	40	37	7
41. Present information with film projectors.	17	37	40	7
42. Present information with audio recording machines.	13	37	37	13
43. Present information with television and video-taped equipment.	7	20	47	27
44. Present information with the chalkboard and flip chart.	17	47	30	7
45. Locate, order and evaluate audio-visual instructional materials.	17	30	33	20
46. Other (specify)				
E. Evaluation				
47. Evaluate student's performance according to entry level performance standards of the occupation.	40	13	23	23
48. Develop ways to rate student's shop/laboratory performance.	17	30	37	17
49. Develop a written test to determine student knowledge of course materials.	20	17	37	27
50. Schedule and use tests.	20	40	17	23
51. Determine grades in a vocational course.	37	20	27	17
52. Other (specify)				
F. Special Needs Skills				
53. Identify students whose performance is impaired by physical handicaps, learning disabilities, behavior/emotional problems, etc.	10	47	20	23
54. Identify students whose performance is impaired by chemical dependency, e.g., drugs and/or alcohol.	13	37	27	23
55. Identify students whose performance is impaired by social problems, e.g., inability to relate, lack of transportation, family problems, etc.	10	27	40	23
56. Adjust the learning/classroom environment and materials to better serve individual students with special needs.	13	17	40	30
57. Identify resources, both in and outside of the school setting to aid in the development of individual students with special needs.	17	23	40	20
58. Deal with crisis situations involving students with special needs, e.g., epileptic seizures, racial confrontation, etc.	17	30	33	20
59. Other (specify)				

	Need No Help 0	Need Slight Help 1	Need Moderate Help 2	Need Much Help 3
G. Adult Psychology				
60. Apply non-verbal communication, such as gestures, facial expressions, and silence.	17	33	37	13
61. Identify positive and negative student verbal and non-verbal reactions to instruction.	10	13	63	13
62. Understand the conditions and forces, cultural, social and economic, which influence adult learning.	13	33	43	10
63. Understand what motivates adults to participate in training programs.	17	3.	40	7
64. Understand the effect of past educational successes or failures upon adult learners.	17	20	50	13
65. Identify and use appropriate ways of counseling to assist students.	10	27	53	10
66. Respect each student's feelings and ideas.	17	37	27	20
67. Understand the importance of teacher enthusiasm and support.	13	27	37	23
68. Maintain an open mind concerning the ideas and opinions of students.	13	27	43	17
69. Other (specify)				

Section III

1. Do you think there is a need for programs to help the part-time adult vocational instructor develop teaching skills?

93% Yes
7% No

100% N = 28

2. Do you feel this group of teachers would participate in one or more teacher education activities?

7% No, they would not participate in any teacher education activity.
26% Yes, they would participate in one teacher education activity only.
52% Yes, they would participate in one activity per year.
15% Yes, they would participate in more than one activity per year.

100% N = 27

**3. If this group of teachers were to participate in a teacher education activity, how do you feel they would most like to learn? (check all that apply)

67% Group classroom activities
87% Seminar discussions
23% TV lectures plus reading and homework and/or local discussion groups
30% Self-study materials such as tape cassettes, reading materials, etc.
7% Correspondence
3% Computer Assisted Instruction (CAI)
N = 30

4. If this group of teachers participated in a teacher education activity, how much time do you feel they would be willing to devote to this activity? (Please supply numbers in the blank spaces provided.)

_____ week(s) of instruction per activity
_____ day(s) of instruction per week
_____ hour(s) of instruction per day

Number of Weeks	Percent of Response
1 - 2	26
3 - 4	26
5 - 10	48
Total	100
N = 19	

Days/Week	Percent of Response
1 day	90
2 days	5
3 or more days	5
Total	100
N = 20	

**Total percent will not equal 100 because of multiple responses.

4. (cont'd.)

Hours/Day	Percent of Response
1 - 2	35
3 - 4	55
5 - 8	10
Total	100

N = 20

5. Indicate the time of day you feel teachers would prefer to participate in a teacher education activity. (Check one)

4% Weekend
0% During a regular work day (i.e., 8 A.M. - 4 P.M.)
4% Late afternoon
91% Evening

100% N = 23

6. Indicate the time of year you feel the teachers would prefer to participate in a teacher education activity. (Check one)

50% Fall
6% Spring
39% Winter
5% Summer

100% N = 18

7. Please indicate how far your group of part-time adult vocational instructors would probably be willing to travel round trip to participate in a teacher education activity.

_____ miles round trip

Miles	Percent
1 - 20	33
21 - 40	25
41 - 60	29
61 - 360	13
Total	100

N = 24

**8. How are most of the needs to learn teaching skills currently being met by your group of part-time adult vocational instructors? (Check all that apply)

10% Not aware of any needs
23% Needs not being met currently
83% Local school staff at school in which they teach
43% Teacher education from a state university
27% Self-study program
7% Other (specify)

N = 30

**9. What should this group of teachers receive for participation in teacher education activities? (Check all that apply)

60% Personal growth
87% Clock hour credit toward licensure/certification
47% Incentive pay raise
33% College credit

N = 30

10. In courses taught through your adult vocational program on a regular basis, what is the percentage turnover rate for the part-time adult vocational instructors in your school?

_____ Percent turnover each year

Turnover Percent Ranges	Percent of Coordinator Response
1 - 5	14
6 - 10	32
11 - 20	25
21 - 30	22
31 - 60	7
Total	100

N = 28

**Total percent will not equal 100 because of multiple responses.

**11. Regarding students who participate in your adult programs, how might they be different from students who participate in regular day time programs? (Check all that apply)

93%	They are more often employed
83%	They are more highly motivated to learn
0%	They are less motivated to learn
27%	They experience more pressures to take a program, i.e., union requirement
23%	Other (specify)

N = 30

**12. Which of the following best describes the grading and testing policies for students who take adult programs in your school? (Check all that apply)

17%	They are required to take tests
33%	They receive pass, no pass grades
17%	They receive letter grades, i.e., A, B, C
50%	They receive certificates of attendance/completion
17%	Other (specify)

N = 30

**Total percent will not equal 100 because of multiple responses.

APPENDIX IV - INSTRUMENTS

A. INSTRUCTOR QUESTIONNAIRE

PART-TIME ADULT VOCATIONAL INSTRUCTOR TEACHER EDUCATION NEEDS ASSESSMENT FORM

Special Services
Department of Vocational and Technical Education
University of Minnesota

(PLEASE PRINT)
NAME: _____

INSTITUTION: _____ CITY: _____

GENERAL INTRODUCTION: This form is divided into three sections. The first is designed to gather basic descriptive information about the part-time adult vocational teachers in Minnesota. The second is designed to gather information on the content you believe important enough to be included in teacher education activities for these people. The third is designed to gather information on the methods you would like to see used when these activities are provided.

SECTION I -- Background - Descriptive Section

INTRODUCTION: The following items are designed to gather information about the characteristics of the group of part-time vocational instructors to be served.

Please check the following items as they apply to you.

1. How many hours per week do you spend working at a job other than teaching? (Check ONLY One)
   - ☐ 10 hours or less
   - ☐ More than 10 hours but less than 20 hours
   - ☐ More than 20 hours but less than 40 hours
   - ☐ 40 hours or more
   - ☐ Retired from work force

2. Please classify your teaching specialty in one of the categories below. (Check ONLY One)
   - ☐ Agricultural Education
   - ☐ Business and Office Education
   - ☐ Distributive Education
   - ☐ Health Education
   - ☐ Home Economics Education
   - ☐ Trade and Technical Education
   - ☐ Other (specify) _____

3. In which of the following types of vocational programs do you teach? (Check all that apply)
   - ☐ Day school program
   - ☐ Adult vocational program
   - ☐ Neither

4. Please fill in the following information about the time you teach as an adult vocational instructor.
   - I teach _____ day(s) per week
   - I teach _____ hours per week
   - I teach _____ hours per year

5. Indicate the type of teaching certificate/license you have. (Check all that apply)
   - ☐ I am licensed to be an adult vocational instructor.
   - ☐ I am certified to be a secondary vocational instructor.
   - ☐ I am certified to be a post-secondary vocational instructor.
   - ☐ I am certified to be a non-vocational instructor.

6. Which of the following indicates your educational background? (Check all that apply)
   - ☐ Completed high school or equivalent
   - ☐ Received on-the-job training
   - ☐ Attended or completed a post-secondary public or private vocational school
   - ☐ Attended college but did not earn a degree
   - ☐ Earned one or more college degrees

7. If you have had any teacher education instruction, which of the following most closely describes the instruction you have had? (Check all that apply)
   - ☐ Have taken no teacher education instruction
   - ☐ Pre-service teacher education workshop
   - ☐ Philosophy - history of vocational education
   - ☐ Course construction
   - ☐ Test construction
   - ☐ Development of instructional media
   - ☐ Coordination and supervision techniques
   - ☐ Teaching methods
   - ☐ Individualizing instruction
   - ☐ Working with special needs students
   - ☐ Educational administration
   - ☐ Human relations
   - ☐ Other (specify) _____

8. How many hours of teacher education instruction have you received through industry, teacher education institutions, local school, military services? (Indicate the number of hours you have had in each category)
   - _____ hours in industry
   - _____ hours from teacher education institutions
   - _____ hours in your school
   - _____ in the military services

9. Did you begin teaching for the first time after January 1, 1977?
   - ☐ Yes ☐ No

SECTION II – Teaching Skills

The following is a list of 62 skills the part-time adult vocational instructor may want to develop by participating in teacher education activities.

DIRECTIONS: We are interested in identifying the skills which part-time adult vocational instructors feel they need help in developing through a teacher education program. Please rate each of the following skills by checking the number which indicates the amount of help you believe the part-time adult vocational instructor would like to have help in developing: (0) need no help, (1) need slight help, (2) need moderate help, (3) need much help.

	Need No Help 0	Need Slight Help 1	Need Moderate Help 2	Need Much Help 3
A. Course Planning				
1. Identify the learning characteristics of the student populations for which instruction will be developed.				
2. Understand the differences between adult vocational and other adult education programs.				
3. Identify and clarify individual student needs.				
4. Conduct a task or content analysis to identify what is to be taught in the course.				
5. Select and organize what is to be learned in the course.				
6. Select and prepare course objectives.				
7. Identify and select appropriate ways to teach.				
8. Identify and select instructional materials.				
9. Divide course into instructional parts.				
10. Sequence course instructional parts.				
11. Coordinate materials with corresponding day school vocational program.				
12. Other (specify)				
B. Instructional Skills				
13. Plan and direct individual or group field trips.				
14. Conduct group or panel discussions.				
15. Employ positive means of providing feedback to students.				
16. Provide instruction for the slower and the more capable students.				
17. Present information through an illustrated talk.				
18. Employ simulation techniques using likenesses, models, mock-ups of what student will find on the job.				
19. Direct students on how and what to study.				
20. Direct student shop or laboratory experience.				
21. Direct students in applying problem-solving techniques.				
22. Direct the student in the use of a project as a way to learn.				
23. Introduce a lesson.				
24. Summarize a lesson.				
25. Demonstrate how to do a task, step by step.				
26. Demonstrate a concept or principle to be learned.				
27. Direct individualized instruction through the use of learning packets, modules, etc.				
28. Present information by bringing in a subject matter expert as a resource person.				
29. Relate classroom instruction to the job experiences of adult students.				
30. Assist students to make immediate on-the-job application of what they have learned.				
31. Other (specify)				

	Need No Help 0	Need Slight Help 1	Need Moderate Help 2	Need Much Help 3
C. Classroom/Student Management Skills				
32. Establish and maintain filing/recordkeeping system.				
33. Provide an environment favorable to the health and safety of students and staff such as use of safety glasses, proper ventilation, teaching safety awareness.				
34. Identify and use appropriate ways for monitoring student progress.				
35. Identify, locate, and obtain necessary supplies, equipment, and fixtures.				
36. Be familiar with student management and discipline principles.				
37. Other (specify)				
D. Implementation of Media				
38. Prepare transparency materials for use with an overhead projector.				
39. Present information with overhead and opaque projectors.				
40. Present information with film strip and slide projectors.				
41. Present information with film projectors.				
42. Present information with audio recording machines.				
43. Present information with television and videotaped equipment.				
44. Present information with the chalkboard and flip chart.				
45. Locate, order and evaluate audio-visual instructional materials.				
46. Other (specify)				
E. Evaluation				
47. Evaluate student's performance according to entry level performance standards of the occupation.				
48. Develop ways to rate student's shop/laboratory performance.				
49. Develop a written test to determine student knowledge of course materials.				
50. Schedule and use tests.				
51. Determine grades in a vocational course.				
52. Other (specify)				
F. Special Needs Skills				
53. Identify students whose performance is impaired by physical handicaps, learning disabilities, behavior/emotional problems, etc.				
54. Identify students whose performance is impaired by chemical dependency, e.g., drugs and/or alcohol.				
55. Identify students whose performance is impaired by social problems, e.g., inability to relate, lack of transportation, family problems, etc.				
56. Adjust the learning/classroom environment and materials to better serve individual students with special needs.				

	Need No Help 0	Need Slight Help 1	Need Moderate Help 2	Need Much Help 3
57. Identify resources, both in and outside of the school setting to aid in the development of individual students with special needs.				
58. Deal with crisis situations involving students with special needs, e.g., epileptic seizures, racial confrontation, etc.				
59. Other (specify)				
G. Adult Psychology				
60. Apply non-verbal communication, such as gestures, facial expressions, and silence.				
61. Identify positive and negative student verbal and non-verbal reactions to instruction.				
62. Understand the conditions and forces, cultural, social and economic, which influence adult learning.				
63. Understand what motivates adults to participate in training programs.				
64. Understand the effect of past educational successes or failures upon adult learners.				
65. Identify and use appropriate ways of counseling to assist suudents.				
66. Respect each student's feelings and ideas.				
67. Understand the importance of teacher enthusiasm and support.				
68. Maintain an open mind concerning the ideas and opinions of students.				
69. Other (specify)				

SECTION III – Teacher Education Preferences

INTRODUCTION: The following items are designed to determine which teacher education methods should be used to serve the part-time adult vocational instructors.

Please check the following items as they apply to you. When you indicate your preference, please assume that you would receive no reimbursement for your expenses incurred for participating in the teacher education activity.

1. Do you think there is a need for programs to help the part-time adult vocational instructor develop teaching skills?
   - ☐ yes
   - ☐ no
2. Would you be interested in participating in one or more teacher education activities.
   - ☐ No, I would not be interested in participating in any teacher education activity.
   - ☐ Yes, I would like to participate in one teacher education activity only.
   - ☐ Yes, I would like to participate in one per year.
   - ☐ Yes, I would like to participate in more than one activity per year.
3. If you were to participate in a teacher education activity, how would you like to learn? (Check all that apply)
   - ☐ Group classroom activities
   - ☐ Seminar discussions
   - ☐ TV lectures plus reading and homework and/or local discussion groups
   - ☐ Self-study materials such as tape cassettes, reading materials, etc.
   - ☐ Correspondence
   - ☐ Computer assisted instruction (CAI)
4. How are most of your needs to learn teaching skills currently being met? (Check all that apply)
   - ☐ Not aware of any needs
   - ☐ Needs not being met currently
   - ☐ Local school staff at the school in which I teach
   - ☐ Teacher educators from a state university
   - ☐ Teacher educators from the University of Minnesota
   - ☐ Self-study program
   - ☐ Other (specify) _____
5. If you participate in a teacher education activity, what do you expect to receive for this instruction? (Check all that apply)
   - ☐ Personal growth
   - ☐ Clock hour credit toward licensure/certification
   - ☐ Incentive pay raise
   - ☐ College credit

6. If you were to participate in a particular teacher education activity, how much time would you be able to spend on this activity? (Please supply numbers in all the blank spaces provided.)

_____ week(s) of instruction per activity
_____ day(s) of instruction per week
_____ hour(s) of instruction per day

7. I would be willing to travel _____ miles (round trip) to participate in a teacher education activity.

8. Indicate the time of the day you would prefer to participate in a teaching education activity. (Check ONLY One)

- ☐ Weekend
- ☐ During a regular work day (i.e., 8 a.m. - 4 p.m.)
- ☐ Late afternoon
- ☐ Evening

9. Indicate the time of the year you would prefer to participate in a teacher education activity. (Check ONLY One)

- ☐ Fall
- ☐ Winter
- ☐ Spring
- ☐ Summer

APPENDIX IV - INSTRUMENTS

B. COORDINATOR QUESTIONNAIRE

PART-TIME ADULT VOCATIONAL INSTRUCTOR TEACHER EDUCATION NEEDS ASSESSMENT FORM FOR COORDINATORS

Special Services
Department of Vocational and Technical Education
University of Minnesota

(PLEASE PRINT)
NAME: _____

INSTITUTION: _____ CITY: _____

GENERAL INTRODUCTION: This form is divided into three sections. The first is designed to gather basic descriptive information about the part-time adult vocational instructors that you manage. The second is designed to gather information about the content you believe important enough to be included in teacher education activities for these instructors. The third is designed to gather information on the methods you would like to see used when these activities are provided.

SECTION I – Background - Descriptive Section

INTRODUCTION: – The following items are designed to gather information about the characteristics of the group of part-time adult vocational instructors to be served.

Please check the following items as you believe they would apply to your part-time adult vocational instructors.

1. How many different part-time vocational teachers do you employ in your adult programs during a typical year? (Indicate the number)

   _____ Number of teachers

2. What are the average numbers of hours most of your part-time adult vocational instructors have spent in the following activities? (Please indicate the number of hours.)

   _____ hours of instruction through teacher training institutions

   _____ hours of instruction offered by your school

   _____ other (specify)

3. Please indicate the type(s) of factors which you feel might interfere with your teacher's participation in teacher education activities. (Check all that apply)

   - ☐ another job commitment
   - ☐ personal motivation
   - ☐ frequency of illness
   - ☐ distance to travel
   - ☐ experience or inexperience as a teacher
   - ☐ salary renumeration
   - ☐ other (specify) _____

SECTION II – Teaching Skills

The following is a list of 62 skills the part-time adult vocational instructor may want to develop by participating in teacher education activities.

DIRECTIONS: We are interested in identifying the skills which you feel part-time adult vocational instructors need help in developing. Please rate each of the following skills by checking the number which indicates the amount of help you believe would be needed by the part-time adult vocational instructor on each skill: (0) need no help, (1) need slight help, (2) need moderate help, (3) need much help.

	Need No Help 0	Need Slight Help 1	Need Moderate Help 2	Need Much Help 3
A. Course Planning				
1. Identify the learning characteristics of the student populations for which instruction will be developed.				
2. Understand the differences between adult vocational and other adult education programs.				
3. Identify and clarify individual student needs.				
4. Conduct a task or content analysis to identify what is to be taught in the course.				
5. Select and organize what is to be learned in the course.				
6. Select and prepare course objectives.				
7. Identify and select appropriate ways to teach.				
8. Identify and select instructional materials.				
9. Divide course into instructional parts.				
10. Sequence course instructional parts.				
11. Coordinate materials with corresponding day school vocational program.				
12. Other (specify)				

	Need No Help 0	Need Slight Help 1	Need Moderate Help 2	Need Much Help 3
B. Instructional Skills				
13. Plan and direct individual or group field trips.				
14. Conduct group or panel discussions.				
15. Employ positive means of providing feedback to students.				
16. Provide instruction for the slower and the more capable students.				
17. Present information through an illustrated talk.				
18. Employ simulation techniques using likenesses, models, mock-ups of what student will find on the job.				
19. Direct students on how and what to study.				
20. Direct student shop or laboratory experience.				
21. Direct students in applying problem-solving techniques.				
22. Direct the student in the use of a project as a way to learn.				
23. Introduce a lesson.				
24. Summarize a lesson.				

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	Need No Help 0	Need Slight Help 1	Need Moderate Help 2	Need Much Help 3
25. Demonstrate how to do a task, step by step.				
26. Demonstrate a concept or principle to be learned.				
27. Direct individualized instruction through the use of learning packets, modules, etc.				
28. Present information by bringing in a subject matter expert as a resource person.				
29. Relate classroom instruction to the job experiences of adult students.				
30. Assist students to make immediate on-the-job application of what they have learned.				
31. Other (specify)				
C. Classroom/Student Management Skills				
32. Establish and maintain filing/recordkeeping system.				
33. Provide an environment favorable to the health and safety of students and staff such as use of safety glasses, proper ventilation, teaching safety awareness.				
34. Identify and use appropriate ways for monitoring student progress.				
35. Identify, locate, and obtain necessary supplies, equipment, and fixtures.				
36. Be familiar with student management and discipline principles.				
37. Other (specify)				
D. Implementation of Media				
38. Prepare transparency materials for use with an overhead projector.				
39. Present information with overhead and opaque projectors.				
40. Present information with film strip and slide projectors.				
41. Present information with film projectors.				
42. Present information with audio recording machines.				
43. Present information with television and video-taped equipment.				
44. Present information with the chalkboard and flip chart.				
45. Locate, order and evaluate audio-visual instructional materials.				
46. Other (specify)				
E. Evaluation				
47. Evaluate student's performance according to entry level performance standards of the occupation.				
48. Develop ways to rate student's shop/laboratory performance.				
49. Develop a written test to determine student knowledge of course materials.				
50. Schedule and use tests.				
51. Determine grades in a vocational course.				
52. Other (specify)				
F. Special Needs Skills				
53. Identify students whose performance is impaired by physical handicaps, learning disabilities, behavior/emotional problems, etc.				
54. Identify students whose performance is impaired by chemical dependency, e.g., drugs and/or alcohol.				
55. Identify students whose performance is impaired by social problems, e.g., inability to relate, lack of transportation, family problems, etc.				
56. Adjust the learning/classroom environment and materials to better serve individual students with special needs.				
57. Identify resources, both in and outside of the school setting to aid in the development of individual students with special needs.				
58. Deal with crisis situations involving students with special needs, e.g., epileptic seizures, racial confrontation, etc.				
59. Other (specify)				
G. Adult Psychology				
60. Apply non-verbal communication, such as gestures, facial expressions, and silence.				
61. Identify positive and negative student verbal and non-verbal reactions to instruction.				
62. Understand the conditions and forces, cultural, social and economic, which influence adult learning.				
63. Understand what motivates adults to participate in training programs.				
64. Understand the effect of past educational successes or failures upon adult learners.				
65. Identify and use appropriate ways of counseling to assist students.				
66. Respect each student's feelings and ideas.				
67. Understand the importance of teacher enthusiasm and support.				
68. Maintain an open mind concerning the ideas and opinions of students.				
69. Other (specify)				

SECTION III – Teacher Education Preferences

INTRODUCTION: The following items are designed to determine which teacher education methods should be used to serve the part-time adult vocational instructors. Please check the following items to indicate your opinion regarding the part-time adult vocational instructor.

1. Do you think there is a need for programs to help the part-time adult vocational instructor develop teaching skills?

   ☐ yes
   ☐ no

2. Do you feel this group of teachers would participate in one or more teacher education activities?

   ☐ No, they would not participate in any teacher education activity.
   ☐ Yes, they would participate in one teacher education activity only.
   ☐ Yes, they would participate in one activity per year.
   ☐ Yes, they would participate in more than one activity per year.

3. If this group of teachers were to participate in a teacher education activity, how do you feel they would most like to learn? (Check all that apply)

   ☐ Group classroom activities
   ☐ Seminar discussions
   ☐ TV lectures plus reading and homework and/or local discussion groups
   ☐ Self-study materials such as tape cassettes, reading materials, etc.
   ☐ Correspondence
   ☐ Computer assisted instruction (CAI)

4. If this group of teachers participated in a teacher education activity, how much time do you feel they would be willing to devote to this activity? (Please supply numbers in the blank spaces provided)

   _____ week(s) of instruction per activity
   _____ day(s) of instruction per week
   _____ hour(s) of instruction per day

5. Indicate the time of the day you feel the teachers would prefer to participate in a teacher education activity. (Check one)

   ☐ Weekend
   ☐ During a regular work day (i.e., 8 a.m. - 4 p.m.)
   ☐ Late afternoon
   ☐ Evening

6. Indicate the time of the year you feel the teachers would prefer to participate in a teacher education activity. (Check one)

   ☐ Fall ☐ Winter
   ☐ Spring ☐ Summer

7. Please indicate how far your group of part-time adult vocational instructors would probably be willing to travel round trip to participate in a teacher education activity.

   _____ Miles round trip

8. How are most of the needs to learn teaching skills currently being met by your group of part-time adult vocational instructors? (Check all that apply)

   ☐ Not aware of any needs
   ☐ Local school staff at the school in which they teach
   ☐ Self-study program
   ☐ Needs not being met currently
   ☐ Teacher educators from a state university
   ☐ Other (specify) _____

9. What should this group of teachers receive for participation in teacher education activities? (Check all that apply)

   ☐ Personal Growth
   ☐ Incentive pay raise
   ☐ Clock hour credit toward licensure/certification
   ☐ College credit

10. In courses taught through your adult vocational program on a regular repetitive basis, what is the percentage turnover rate for the part-time adult vocational instructors in your school?

    _____ percent turnover each year

11. Regarding students who participate in your adult programs, how might they be different from students who participate in regular daytime programs? (Check all that apply)

    ☐ they are more often employed
    ☐ they are less motivated to learn
    ☐ they are more highly motivated to learn
    ☐ they experience more pressures to take a program; i.e., union requirement
    ☐ other (specify) _____

12. Which of the following best describe the grading and testing policies for students who take adult programs in your school? (Check all that apply)

    ☐ they are required to take tests
    ☐ they receive pass, no pass grades
    ☐ they receive letter grades; i.e., A, B, C
    ☐ other (specify) _____